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In order to respond to discussions concerning the identification of students from disadvantaged backgrounds and their transition to colleges and universities, the Committee on School/College Relations of the Middle States Association of Colleges and Secondary Schools requested member and candidate institutions of higher education to describe their programs and policies regarding disadvantaged students. Each statement from the institutions--which range from vocational and technical schools, private community and 4-year colleges and universities, to state universities-- includes information on: nature and support of the program, admissions requirements, testing requirements, provision for fee remission, type and amount of financial aid available, timing of application and notification date, special recommendations required, status of student while in program, history of program and evidence of effectiveness, name, title and telephone number of program director. The indexes are alphabetical by institution and alphabetical by state. (JS)

ED0 30378

The Disadvantaged Student

Special Collegiate Programs

Admission
Financial Aid
Instruction

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HE 000 641

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Instruction

MIDDLE STATES ASSOCIATION OF
COLLEGES AND SECONDARY SCHOOLS

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INTRODUCTION

The purpose of "The Disadvantaged Student" is not to present a rationale for the implimentation of compensatory education programs or to offer a blueprint or guidelines for their development. Rather, following the pattern of the last few years, the Committee on School/College Relations of the Association, recognizing an articulation problem in which the resources of Middle States can be effectively utilized, has quickly moved to provide materials which have immediate application to the matter at hand. This publication was conceived in response to discussions concerning the identification of students from disadvantaged backgrounds and their transition to higher educational opportunities.

Many colleges and universities, in recent months and years, have devised special programs and policies to meet the particular needs of the pre-college segment of the student population whose social, cultural, educational, economic.... that is to say, disadvantaged, status has not permitted the development of those qualities and circumstances which normally provide ready access to higher education. These programs may be supported entirely by the institution concerned or may be offered in conjunction with federal, state or locally sponsored efforts. They may range from a flexible, individualized application of current processing procedure to discrete high risk admissions programs, specifically allocated financial resources, and tailored instructional and counseling programs. The collective effectiveness of these diverse programs is directly related to the degree to which the guidance community is aware of their existence and of the procedures to be followed in utilizing them.

Accordingly, we have asked those member and candidate higher institutions who are involved in making educational opportunities available to the disadvantaged to cooperate in bringing together descriptive statements in one volume for the use of secondary school guidance personnel and other interested persons and agencies. "The Disadvantaged Student" contains exhibits on 156 Middle States colleges and universities. The statements include information on:

- nature and support of the program
- admissions requirements
- testing requirements
- provision for fee remission
- type and amount of financial aid available
- timing of application and notification date
- special recommendations required
- status of student while in program
- history of program and evidence of effectiveness
- name, title, and telephone number of program director

ARRANGEMENT OF THE MATERIAL

This section might better have been designated as containing comments on the "non-arrangement" of the institutional exhibits. It is readily apparent that they do not fall in a logical sequence but were in fact prepared as copy was received from the participating colleges and universities.

The factor of time was paramount in the decision to proceed in this manner. It was important to aim for a fall publication date if the information was to be useful in counseling for September admissions, especially since so many institutions include a summer term as part of their compensatory education program. In addition, it was not considered advisable to restrict the institutions to a space allotment in the preparation of their statements. Finally, it would not have been possible for the central office staff to absorb the production work load imposed by the project had it not been spread over a number of weeks.

It is hoped that the two indexes, one alphabetical by institution and the other alphabetical by state, will help overcome this inconvenience which should be further offset by the availability of the data while it is still up-to-date and in time for maximum utilization.

Pages 8, 157 - 159 have been provided for notes so that the user may group institutions by region, type, frequency of inquiry or on any other basis which will make the publication more functional

Each institutional exhibit is arranged in the following manner:

1. NAME OF INSTITUTION

2. Address, City, State, ZIP
3. Control
4. Type of Institution
5. Enrollment
6. Person in Charge
7. Title
8. Telephone number

9. Institutional Statement

RECOGNIZED CANDIDATES FOR ACCREDITATION

With the exception of nine institutions, all of the colleges and universities whose statements appear in this publication are fully accredited members of the Middle States Association. Recognized Candidates were invited to submit material although they have not, as yet, been accredited by the Commission on Institutions of Higher Education. However, acceptance as a Recognized Candidate for Accreditation attests that the Commission considers an institution to be offering its students, on at least a minimally satisfactory level, the education opportunities implied by its objectives. In the Commission's view, the institution's organization, structure, and staffing are acceptable for its stage of development, its sponsors are committed to supplying its needs and are able to do so, its governing board is functioning properly, and its academic and financial plans are well designed.

These colleges are visited twice yearly by an Association staff member. Secondary school guidance officers and college admissions officers are encouraged to view these institutions somewhat differently from other non-accredited colleges.

Recognized Candidates for Accreditation listed in this publication and the locations of their exhibits are as follows:

Academy of Aeronautics (N. Y.)	71
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EDITORIAL POLICY

The institutional statements appear essentially as they were submitted. While some syntactical anomilies were eliminated and certain material, particularly that in the form of previously released statements and brochures, was revised to conform with the format of the publication, the basic style remains that of the original author. No attempt was made to enforce consistency in the spelling of certain commonly used terms - counselor vs. counsellor; catalog vs. catalogue - or in the use of readily understood "shorthand" identifications of certain agencies and their services; i.e.: "College Board; CEEB; SAT; Parent's Statement."

Final responsibility for the accuracy, emphasis and organization must rest, of course, with the Association editors. Acknowledgement is made to Dr. Howard K. Rice of Long Island University who read and offered suggestions on the completed copy.

Calvin L. Crawford
Administrative Secretary
Editor

Georgette E. Krauss
Assistant Editor

DUQUESNE UNIVERSITY

600 Forbes Avenue
Pittsburgh, Pennsylvania 15219
Private (Roman Catholic)
4 year; coed; M - 2922, W - 1696

Joseph A. Merante
Assistant Director of Admissions
412-471-4600 Ex. 251

Duquesne University cooperates with the Negro Emergency Educational Drive (NEED), a Pittsburgh program, through which the University offers official scholarships. The University also cooperates with the existing talent search project and participates in the full gamut of State and Federal aid programs. In addition, Duquesne runs its own "project commitment."

One program has been designed for those students who matriculate as freshmen and the same admissions procedure as any incoming freshman is followed. The Office of Admissions, when reviewing credentials of those students who are considered to be disadvantaged, has placed more emphasis on high school grades and class rank rather than College Board examinations. Testing by the University has been used to a degree.

Because of the socio-economic background and environmental conditions one easily finds that discrepancies often exist between academic potential and testing results, therefore, competitiveness on the high school level has come to mean more in the cases of disadvantaged students. Some special testing has been given and these are more interest inventories rather than tests of intellectual ability. In all instances the University has made every effort to house disadvantaged students on campus thus giving them the opportunity to escape environmental conditions which may have adverse affect on academic performance and social adjustment.

A separate application is needed for financial aid. The University's investment includes freshman competitive scholarships (the amount determined by the recipient's need) which may be used in any of the undergraduate schools; the University Scholars' Award offered in recognition of truly outstanding academic achievement irrespective of financial need; upperclassman scholarships and grants-in-aid (the amount determined by the recipient's need) awarded on their Dean's recommendation to needy students who have maintained a B- average; the University's share of government assistance to students through the National Defense Education Act grants and the Federal Work-Study Program, and remission of tuition to students in special categories.

To provide for the most effective distribution of funds, loans, grants, scholarships and jobs are "packaged", and all scholarship stipends are subject to an annual review in light of academic performance and/or changes in financial needs.

Students are expected to apply in November of their senior year. Recommendations of the guidance counselors and teachers are taken into consideration so that qualities other than academic which would be indicative of college success may be measured. Twenty students are presently involved. The status of students while in the program is that they are matriculated students with course credit awarded and no specific time is required to complete the program.

All students who have been admitted under this policy are still enrolled and have successfully completed their freshman year. This does not mean that all students necessarily had an above "C" average. In almost all instances the student's academic performance during the second semester was in direct opposition to performance during the first semester.

Students who have been admitted under the policies just stated were not neglected once they were enrolled. It is our feeling that during the second semester there was just reason for such substantial improvement in Quality Point Averages. Every student was counseled at least once a week for the entire semester. During this time topics such as "the use of time", "how to study", "where to study" plus counseling and therapy helped the student solve his own problems, especially social ones because of adjustments. We also have seen most of the students who were involved in this more or less unstructured program, several times during the summer. This was done on their own initiative.

During this academic year students who have been admitted under similar procedures will be involved in group seminars in which those students that survived their freshman year with the same academic credentials or lived under similar environmental conditions are able to sit and speak with their peers concerning problems they had and how they were solved.

Another program for selected under-achieving students who are socio-economically deprived has been initiated by the Admissions Office, in conjunction with the Office of Financial Assistance. The Pittsburgh urban schools, Fifth Avenue High School and Westinghouse High School and a parochial school, St. Justin High School have been chosen because they are generally considered to be schools which are located in socially and economically deprived areas. Another reason for selecting these schools was because of the professional ability and dedication of the counselors.

It is not anything new to go into schools of this nature with new academic programs; however, we feel what we are doing is unique. Selected eleventh grade students have been chosen by this office with the necessary assistance of the guidance counselors and the Director of Testing. The candidates who were chosen have the basic academic potential to maintain at least a "C" average at Duquesne University. These students are not scholars, by any means; they are presently exhibiting "D" or "C-" averages. It is our hope that through taking away finances as a crutch we may remove one of the major reasons for them not producing good academic work.

Generally speaking, we have guaranteed $1,800.00 to each and every student for four years if he will achieve to the level that we have set. It is not necessary that they graduate in four years for we will finance them for a period of six years. Westinghouse High School has even gone as far as instituting specially designed programs of study in reading for the eight students we have selected. The level of achievement at Fifth Avenue High School and Westinghouse High School has increased drastically but the record of those students at Saint Justin's has not increased at all.

Selection of the students was a very involved process. The guidance counselors were informed as to the nature of the program and initially chose those students whom they felt would benefit the most from such a program. All students were then interviewed and informed of the program to see if they were indeed interested and how they reacted. The students were then tested. An Otis Gamma FM was given along with the High School Personality Questionnaire (H. S. P. Q.) and the Opinion, Attitude, and Interest Survey (O. A. I. S.). Results of testing, counselor and teacher recommendations, personal evaluation of the Director of Testing and myself, were compiled and the students who were nominated were finally selected. The interviews and/or counseling sessions held the most weight.

A meeting was then arranged with them as a group and questions were answered. A group meeting of all parents was arranged in which information concerning the program was given and questions were answered. Two more individual sessions were arranged with the students to set expected grade averages that would have to be achieved in order to enter Duquesne. This also allowed time for more counseling.

We feel that this program has a great deal of merit for several reasons. The most important one is that we have nominated these students early enough in their academic career so that they will have sufficient time to improve, but not so early to have a structured program for four or five years. By choosing the students with academic potential we are not throwing money away. The attendance of these students is consistent and the general attitude is not negative. Their teachers and counselors feel that they are salvageable and the students have a desire to learn. It is Duquesne's responsibility to furnish the stimulus for motivation and attempt to mold their attitudes so that they may profit by it with the assistance of interested students on campus who may act as "big brothers" or "big sisters" and by exposing them to what "can be". Bringing them on campus on a regular but informal basis also helps to stimulate and maintain motivation and interest.

Our desire is to get these students to work now so that they may go to college later--any college. This is a long range program. If 40% finally make it I would consider the program a success. It is a hard and difficult situation; we have to treat it as such.

BRIARCLIFF COLLEGE

Elm Road
Briarcliff Manor, New York 10510
Private; 4 year; women
W - 675

Burnham Carter, Jr.
Dean of the College
914-941-6400 Ex. 757

In June of 1968, the Board of Trustees authorized a supplemental scholarship allotment from the operating budget to permit five local residents to attend Briarcliff either part or full time in 1968-69 as day students. Only their tuition has been paid; their books, transportation, lunch, and student fees (about $60.00) must be paid by their own resources or other cooperating agencies.

Candidates were quickly forthcoming and five were finally selected. Two of them are older women with approximately two years of college completed; one of them is a sophomore transfer who did poorly at her previous college; and two are beginning freshmen. Four of the five are black.

Now that the five students are enrolled, the problem is to ensure their success, and this is far and away the most difficult part of the program. One of the five is sharply below our customary standards for admission, two are slightly below, and two look like reasonable risks.

You will note that I have omitted discussing specific admissions requirements, for these were not held to. Instead, the emphasis was on a full and detailed report from the recommending person, such as a guidance counselor, principal, or community social worker. Then a full interview and visit to the college was organized, although in future years I suspect the visits will be multiple if we are really to get to know our candidates, and more important, if she is to get to know us.

In summary, Briarcliff College is feeling its way with this program, and while we are as keen on the idea as ever, we are becoming increasingly aware of a need to follow-through with our good intentions by a better organized program of on-campus support.

MARYMOUNT COLLEGE

Tarrytown, New York 10591	Roger G. Panetta
Private (Roman Catholic)	Acting Academic Dean
4 year; women; W - 1060	914-631-3200

In an effort to address itself to the contemporary problem of the disadvantaged, Marymount College is planning to initiate an Educational Opportunities Program which will involve both the institution and local communities. We propose to admit fifteen to twenty students chosen jointly by the local community and the College, through a flexible selection process that will involve personal interviews and the recommendations of community leaders and high school guidance counselors. Because these students would be academically and economically disadvantaged, the College is prepared to give them thorough preparation in the basic skills of mathematics and English, as well as an introduction to college-level work in other areas. Preparation will begin in the spring of 1969, extend through the summer, and hopefully lead to fall, 1969 admission. As freshmen they would have a reduced course-load and all necessary tutoring. The normal measurements of academic standing will not apply throughout the first year. A majority of these students would be commuters and chosen primarily from the local communities surrounding Marymount. A lesser number will be recruited from areas outside of the immediate community and would be boarding students. We expect that inevitably the college curriculum will begin to change in order to offer courses in dealing with urban problems, as well as courses in black cultural history. (We have already introduced a course in African History.)

The College is now engaged in recruiting a full-time director for this program. We are also planning a summer teaching staff for the tutorial work, counselors to work with the students and their families, student tutors and tutor supervisors.

WESTERN MARYLAND COLLEGE

Westminster, Maryland 21157	H. Kenneth Shook
Private; 4 year; coed	Admissions Counselor and
M - 415, W - 431	Financial Aid Officer
	301-848-7000

We have no special program for the disadvantaged but we do feel that our college is small enough to enable us to give each student individual attention. The admissions program is very flexible at the moment, and we can experiment with borderline cases if circumstances justify such action. The fact that the college undergraduate enrollment is being expanded from the present size of 846 to approximately 1000 students is the main reason for our flexible position.

Also, in the area of financial aid we can be flexible. Educational Opportunity Grants and the Federal Loan Program (NDEA) are vital parts of our student program of financial aid, and without them, we would not have the flexibility we now enjoy. At the present time, we are able to work out aid programs for students who need total aid.

If students are accepted about whom we have some academic concerns, we recommend attendance at our summer school, if the costs of summer school present no major problems. Otherwise, we recommend a reduced academic load at least for the fall semester of the first year.

During the year, the progress of students is observed and attempts are made to catch adjustment problems in the early stages of development. Occasionally, the Dean of the Faculty will meet with appropriate faculty members to discuss students who present adjustment problems.

New students take part in an orientation program prior to the start of college, and we hope that this eases the transition to life on our college campus.

BERGEN COMMUNITY COLLEGE

400 Paramus Road
Paramus, New Jersey 07652
Public; 2 year; coed
M - 450, W - 300

S. Charles Irace
Dean of Students
201-447-1500

COLLEGE OPPORTUNITY PROGRAM

In an effort to seek out high school students with the potential to successfully pursue college studies, Bergen Community College has incorporated into its admissions selection procedures, on an experimental basis, a unique College Opportunity Program.

In this program, the College will accept a limited number of graduates from public, parochial, and private high schools solely on the recommendation of the Principal. The students recommended are to be those who would not meet the College's objective admissions requirements whereby the High School rank in class and Scholastic Aptitude Test scores are weighted and combined into a composite score.

Students admitted through the experimental College Opportunity Program are expected to have completed all or most of the high school units required for admission. It will be possible for them to make up deficiencies at the College after they are admitted. Without identifying College Opportunity Program students as such to their instructors or fellow students, they will be subjected to an intensive counseling experience and flexibility in determining their course loads and the length of their college careers. In matters of course work, and maintenance of matriculation, these students will be subject to all College standards and regulations. They will be expected to attend the College as full-time day session students and shall be eligible for all activities, privileges and services available at the College. In leaving the matter of selection to the High School principal and his counseling staff, the College asks only that the following conditions prevail:

1. The student's chances for admission to any college are slim.
2. There exists a conviction that the student has the ability or potential to pursue college studies.
3. The student is well motivated.

4. The student has been deprived either culturally, economically, physically or socially.

In embarking upon the College Opportunity Program, Bergen Community College also cites as secondary objectives:

1. The development of valid criteria for measuring the college potential of such students.
2. The investigation of programs, tools and techniques designed to elicit the academic potential of such students.
3. To motivate interest in and attach greater importance to the role of the high school counselor in college admissions.
4. To evaluate the various predictors of success at college, such as, the high school record, College Board scores and Counselors' recommendations.

Bergen Community College plans to enroll approximately 500 students in September, 1968. Each of the 61 public, parochial and private high schools in Bergen County will have the opportunity to recommend one student for admission in the College Opportunity Program. The remaining students will be selected on the basis of high school rank in class combined with Scholastic Aptitude scores.

MOUNT PROVIDENCE JUNIOR COLLEGE

701 Gun Road
Baltimore, Maryland 21227
Private (Roman Catholic)
2 year; women; W - 91

Sister Marine Kelly, O. S. P.
Dean
301-242-8500

Inner-city high risk students are admitted on scholarships funded through grants from foundations. There is no financial involvement with state or federal programs currently.

In seeking high risk students among graduates of inner city high schools, recruitment is through counselors in Baltimore high schools, and contact between student and college is initiated through these counselors. Admission requirements include a high school transcript, SAT report, an application form and an activities fee of $50.

A financial statement submitted by the candidate's parents is carefully considered and evaluated. When no financial assistance whatsoever can be given by parents, full scholarships including room and board are awarded. If part of the cost is forthcoming from the student's family then the deficit is made up by the College.

Through this inner-city scholarship program we aim to effect a change in the lives of disadvantaged girls whose ability has been recognized by high school counselors, but whose College Board scores have made merit scholarships unlikely and whose lack of financial resources has made college impossible.

Twenty-seven high risk students have been offered complete scholarships to enter the freshman class in September 1968. With small classes, tutorial assistance and remedial courses where needed, students will be encouraged in an academic climate to pursue two years of liberal art studies. At completion they will receive an Associate of Arts degree and be eligible to transfer to a four year college.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY OF NEW YORK AT BUFFALO

3435 Main Street
Buffalo, New York 14214
Public; 4 year; coed
M - 7928, W - 3943

Charles E. Babbitt
Coordinator of Secondary
School Admissions
716-831-2111

THE STUDENT TUTORIAL PROGRAM

For the summer of 1968 we are conducting an eight-week residential program for fifty 12th grade students from low income families in New York State. (Financial eligibility will be determined from College Scholarship Service Parents' Confidential Statement.) These will be students who do not meet the entrance requirements of the University (high school grades and test scores), but who in the opinion of an adult sponsor (teacher, guidance counselor, social worker, community center worker, community leader, etc.) have shown some indication of intellectual ability. In picking students we will look for bright spots in school records, participation in intellectual or cultural activity outside of school, a high recommendation from someone who has worked with the youth in a community activity, evidence of ability to organize, etc. To give us a better indication of a student's potential we are asking that supplementary forms (nomination forms and candidate's statement) be completed which will give indications of that potential.

All students selected will be admitted to the summer program with the expectation that they will then enter the University in September 1968 unless there is a mutual decision on the part of student and staff that other arrangements would be more appropriate. In such case, the student will be helped to effect a suitable change (area community college, technical institute, further remedial work, etc.)

There are no hard bound rules which we will follow in the final selection. The basic criteria, of course, must be that the student have the potential which, with the aid of the summer program, indicates success at the University level. Beyond this we are seeking those students who have some idea of what a college education means and sincerely desire to obtain this for themselves.

The program will be eight weeks in length. All students, including those whose homes are in the local area, will live on campus and will be expected to participate in program activities as planned by the staff and students. We will also continue our present policy of inviting all students participating in the program to live in the resident halls during the academic year.

Financial arrangements for the eight-week summer program are made so that there are no financial demands on the student for room and board, tuition, fees, or supplies.

The cost of attending during the academic year is met through a variety of sources. The Federal Economic Opportunity Grant provides up to $800. A State University Scholarship of $400 and a National Defense Loan of $400 is used to match this federal grant. Scholarships and/or grants from other sources may be used to reduce the National Defense Loan or to cover additional expenses. Students also have the opportunity, if necessary, to participate in the Federal Work-Study Program.

At the present time, a committee for equal opportunity has proposed and endorsed a proposal for an additional pilot project pointed towards the admission of 100 additional disadvantaged students from the Buffalo area. However, at this time it is still in the planning stages and additional information will be available at a later date.

VILLANOVA UNIVERSITY

Villanova, Pennsylvania 19085
Private (Roman Catholic)
4 year; men primarily;
M - 4400, W - 400

Donald X. Burt
Dean, Arts and Science

Kevin Harty
Associate Director of Admissions

Vince Femia
Director of Financial Aid

215-525-4600

Financial aid and special guidance has been given to the disadvantaged over the past years in an informal way. Beginning in September 1968 Villanova has a cooperative program with "Motivation", an agency of the public school system of Philadelphia.

Through the cooperation of the schools, students with academic potential will be identified and offered admission to Villanova despite some weaknesses in their record. Financial aid will be provided as needed, using a combination of Federal, State, and university funds.

The students will participate in the regular university program but their schedules will be reduced as needed so that they will be able to do well. Special attention will be given to placing them in sections taught by the best professors in each field. Summer session courses are provided gratis (and private tutoring) if this is seen to be necessary.

The plan is to finish the program in the normal four year span, with the possibility of going into the fifth year if necessary.

The students in the program are classed as full-time, matriculated students. They are not identified in any way except in that they work directly under the guidance of the Dean of Arts and Science. As the program develops a full-time director will probably be necessary.

There is no evidence of success for the formal program since it is so young. However, students who have come to Villanova through other agencies (Urban League, etc.) have graduated and are doing well.

LYCOMING COLLEGE

Williamsport, Pennsylvania 17701 Private; 4 year; coed M - 850, W - 650	J. Preston Cole Member, Faculty Admissions Committee 717-326-1951

For the past two years we have been experimenting in ways of making a college education available to disadvantaged students. Our experimentation has been mild, but we hope to develop plans during the coming year for a bolder program. We are not formally related to any local, state, or federal program, but we have recruited students from those who are participating in Upward Bound programs and other special programs.

Class rank, test scores, etc. are required on the application form, but are not determinative for disadvantaged students. Recommendations, interviews, and other factors are at least as important. All fees are waived. Through a combination of state and federal grants and grants-in-aid, the entire tuition, board, and room can be provided in cases of exceptional need. At present this is available for only a limited number of students. The College Scholarship Service is used to ascertain financial need.

Applications should be in by March 1. Applicants are notified no later than May 1. But we have often considered the applications of disadvantaged students even as late as July. Recommendation of the guidance counselor and high school teachers is required.

At present we are able to accept only a maximum of five students per year on a total financial aid basis, though we hope to increase this number. We have had difficulty securing five such students, however, even through direct recruitment in inner-city schools.

The student is not given any special designation. He is regular, full-time; subject to the same requirements as any other student. At present there are no special courses or facilities provided which are not available to any other student. Our regular facilities include remedial reading, counseling, and a seminar in study habits. In addition their faculty advisor and the teachers of the courses in which they are enrolled are alerted to the necessity of special assistance. Often this results in a kind of tutorial relationship.

MONTCLAIR STATE COLLEGE

Upper Montclair, New Jersey 07043 Public; 4 year; coed M - 1700, W - 2700	George G. King Coordinator of Programs in Urban Education 201-746-9500

Montclair State College has operated for two years a program funded under section 408 of the Higher Education Act of 1965 designed to counsel urban ghetto dwellers regarding admission to college. In September, 1968, 250 financially and educationally handicapped young people began college as a result of assistance provided by TRY (Talent Research for Youth). Fifty-five of the TRY students are now at Montclair. Students at Montclair are supported primarily by EOG and the New Jersey Educational Opportunity Fund. Admission requirements include high school graduation, SAT, interview, New Jersey residence, and special application (no fee) for TRY assistance.

Costs at MSC are based on total expenses of 1,920 dollars. Full aid is provided when family contribution potential warrants. Applications filed by February 15 will receive rolling response. After that date they are subject to space limitations. Approximately 100 TRY students are anticipated in September, 1969.

TRY students are enrolled in reduced load sections with special remedial work in English and social studies (fall) and science and math (spring). It is projected that three years will be needed to reach junior year status when TRY students will be on their own, with continued financial aid, of course.

Montclair State College has introduced a graduate internship program providing $2,000 annual awards for fifteen fellows in a special project to prepare recent college graduates, who are themselves products of urban ghetto life, to recognize college educable talent in present ghetto youth, to counsel them regarding the opportunities for the development of their talent, and to recruit qualified youth into the many developing programs for their high education. The project is based on the belief that these college graduates have great potential to identify with and relate to their younger counterparts and that as living evidence of urban youth who have "made it" in college, they will be an inspiration to today's city youth and to the college communities trying to develop programs for previously "unqualified" youth.

GLASSBORO STATE COLLEGE

Glassboro, New Jersey 08028
Public; 4 year; coed
M - 1300, W - 2500

Herbert D. Douglas
Director of the Kings Scholars Program
609-881-8400 Ex. 205

Glassboro, in 1968-69, is initiating a program for 80 "high risk" freshmen. The program is supported by an Educational Opportunity Fund created by the state, by use of special college funds, and by federal Educational Opportunity Grants. Enrollees are screened by a College Committee on Human Resources. The Committee consists of members of the Board of Trustees, faculty, administration, students, and representatives of grass-roots community organizations who work with the problems of the disadvantaged in our area. Criteria include demonstrable academic potential, dire economic need, and assurance that higher education would be otherwise unavailable. Screening will be completed by September, 1968.

The high risk student will undertake a full program of studies whenever possible. Supplementary testing, tutoring, counseling, and clinical services will be available. Students who reach their potential should receive their degrees in four years; others may take longer. All students in the project will have the option of attending summer school. Evaluative services will assess the individual achievement and performance of students, as well as the effectiveness of the program as a whole.

Assuming financial support, it is expected that high risk students will be admitted through regular procedures in the future as a deliberate attempt to provide a good "mix" of students in the College.

WAYNESBURG COLLEGE

51 West College Street	William S. Pool
Waynesburg, Pennsylvania 15370	Director of Admissions
Private; 4 year; coed	412-627-8189
M - 712, W - 421	

Students from disadvantaged backgrounds are welcomed at Waynesburg College. There is no formal program specifically directed to these candidates; but it has been possible to attract, admit, and grant financial assistance to such students within the normal operation of the policies of the College.

Prospective students are advised of the opportunities available to them through a visitation program to the secondary schools. In addition to numerous personal inquiries and contacts, the College also seeks candidates from disadvantaged backgrounds through its membership in the National Scholarship Service and Fund for Negro Students, the Association of College Admissions Counselors and the Synod of Pennsylvania of the Presbyterian Church, U. S. A.

The application and financial aid fees are deferred for indigent candidates. Special care is taken in reviewing each application and admission procedures are flexible regarding national test scores and the secondary school record. Placement of disadvantaged students as to the level of courses and to the quantity of work to be taken is carefully planned.

Financial aid is granted following the guidelines of the Educational Opportunity Grant and the Work-Study programs. Waynesburg College scholarships are used to supplement and to contribute additional aid. It is possible for a student to receive a complete financial aid package. In individual cases, financial aid may be continued if a student's grade average places him below what is normally required.

LEHIGH UNIVERSITY

Bethlehem, Pennsylvania 18015	James W. McGeady
Private; 4 year; men	Associate Director of Admissions
M - 3130	215-876-5071 Ex. 312

Lehigh welcomes applications from students with disadvantaged backgrounds who show promise of being able to profit from the opportunities available at the University.

Remedial or non-credit courses are not offered. All entering freshmen must therefore have completed 4 years of English, 4 years of college preparatory mathematics, and 2 years of a foreign language (classical or modern). Students planning to major in science or engineering must also have completed a course in chemistry.

The Scholastic Aptitude Test, the English Composition Achievement Test and two additional achievement tests of the C. E. E. B. are required of all candidates. Allowances are made by the Committee on Admission in reviewing the scores of students with disadvantaged backgrounds.

Applications for admission should be submitted early in the senior year. In cases involving financial hardship, payment of the application fee is waived.

Interviews may be arranged with admission officers on the campus or at secondary schools or with designated alumni or with Lehigh students.

To be considered for financial aid a candidate need only complete his application for admission, write the required C. E. E. B. tests and have his parents or guardian submit a Parents' Confidential Statement to Lehigh via the College Scholarship Service. Demonstrated financial need is a prerequisite for all awards; awards may include cash grants, loans, work opportunities. The black freshmen who entered Lehigh in September 1968, received aid from the University in the amount of $29,440.

Admission and financial aid notices are mailed in March and April. The payment of the admission deposit is waived for students who receive complete financial support from the University.

In September 1968 several faculty members and their wives, and the members of UHURU, the black student society, initiated a program providing academic and personal counseling to freshmen with disadvantaged backgrounds.

COLLEGE OF SAINT ELIZABETH

Convent Station, New Jersey 07961
Private (Roman Catholic)
4 year; women; W - 979

Sister Lucille Anne Egan
Director of Admissions
Director, Upward Bound Program

201-539-1600 Ex. 326

For three years the College of Saint Elizabeth has sponsored an Upward Bound Program on campus. As is generally known this program is geared toward deprived students finishing the 10th or 11th grade in high school to encourage them to academic success by supplying the motivation and opportunity for post secondary school training. The students have been recruited mostly from high schools in the inner city in Newark and were personally interviewed by the Director of Admissions.

Thirty-two seniors graduated after 2 years of this program. Before Upward Bound, such a group would enroll 2 to 6 students in college; of the 32 UB seniores, 27 gained entrance to either 2 year or 4 year institutions. Six came to Saint Elizabeth's. They and 1 young woman from the Columbia Upward Bound Program, 1 from the Long Island University Program, and 2 others from disadvantaged backgrounds constituted the first group of "risk" students from economic and educational backgrounds such as these to be admitted. (Throughout its history, I believe, Saint Elizabeth's has made college possible for some domestic and foreign students with little or no money in the home, but who were ordinarily brilliant students).

These 10 girls followed the regular admission process, but were asked for neither application fee nor reservation fee when they acknowledged and accepted their acceptance.

They were all highly recommended as persons by their high schools, their academic ability ranged from very average to very good, and their college board scores were consistently very poor. The scores had to be waived in almost every case.

A budget of $3000 per year was established for the students to cover room and board, tuition and fees, clothing, spending money, etc., and all of this had to be provided. All of the students were eligible for the Economic Opportunity Grant ($800), all took a National Defense Loan ($300), all had campus employment for about 4 hours a week ($250); a very few had won state scholarships and incentive awards ($1000) and the College from its own funds extended amounts which varied from $650 to $1650 per student according to the amount she still needed. A grant from the Victoria Foundation in October, 1967 absorbed these latter costs for that first year.

The girls were admitted as residents, all matriculating toward a degree and assigned the same program as the other freshmen. Within a few weeks one student dropped the language course, at Thanksgiving another dropped philosophy, and at the end of the first semester 2 others also lightened their course load. Each Saturday during the year tutoring was provided in the 4 major courses taken by freshmen. In addition, a faculty committee volunteered to work closely with the students to be certain their needs were met.

Some of the faculty recommendations were that:

a) Every girl accepted to the college enroll during the summer for a pre-freshman program which would stress English, math, reading, and college-type courses to enable them to handle the lectures, readings, long-range assignments, thinking, verbalization demanded during the regular academic year.
b) Every girl be encouraged to think of 5 years for degree-work or 4 years with summer school so that she might carry a lighter course load, if she wished. Those who could carry the normal load successfully and finish after 9 semesters would certainly be free to do so.
c) That the tutoring be continued.
d) That the ordinary requirements for good academic standing be waived at least during the first year, thus providing the opportunity for summer school or continued study for a second year even if the first one were not overly impressive.
e) That the feasibility of using pass-fail rather than the ordinary grading system during the first year be explored.

All 10 of the students admitted under this program in September, 1967, have returned for their second year of study at Saint Elizabeth's.

The freshman class entering in September, 1968 included 12 students (7% of the class), all but one former Upward Bound student; 10 from the St. Elizabeth program, 1 from the Rutgers University program, and 1 from the Cornell University program. The budget of $3000 per year for each student has been met once again for each student through federal (National Defense Loans, Economic Opportunity Grants); state (state scholarship, incentive awards, educational opportunity funds, welfare benefits); and college (campus employment) funds.

Most of these girls spent 6 weeks in a special summer session taking courses in English, math, reading, speech, study skills, negro history, and current American problems.

This year we expect to continue the effort begun to recruit additional students from disadvantaged backgrounds. For two years we have employed a negro alumna of the College to assist in the Upward Bound program and to visit high schools particularly in the inner cities to encourage interest in college attendance.

Traditionally, as stated, 2% of the students from ghetto areas aspired to and attained college. Among the first graduates in the Saint Elizabeth Upward Bound program 85% went on for additional schooling and among the second graduates (now college freshmen) 93% sought and received admission to college. No one can deny the dramatic change in the goals and aspirations of these students, many of whom had to change programs in order to get college preparatory courses, some of whom did a post-graduate year in high school in order to get the necessary units for college entrance, some of whom asked for additional classwork during the summer session despite an 8:30 to 4:30 class day. The 100% retention here to date of these so-called risks is better than any statistic on the retention of any freshmen across the country. All of these facts, seem to attest to the effectiveness of the program.

FASHION INSTITUTE OF TECHNOLOGY

227 West 27th Street
New York, New York 10001
Public; 2 year; coed
M - 325, W - 1580

J. Brian O'Toole
Director of Admissions
212-524-1300 Ex. 283

Two special programs previously instituted to accommodate the high aptitude-low level of achievement student have been slightly modified to receive the disadvantaged youth.

Proposals are being formulated to incorporate an exclusive remedial curriculum which will also contain a taste of the student's intended major and related courses. Present considerations call for a program having a duration of 2 1/2 to 3 years.

At present articulation is maintained with ASPIRA, Upward Bound, Harlem Teams, College Corporation, Mobilization for Youth, and several other community action programs.

Application components, deadlines, notification, admissions exams, personal interviews and portfolio evaluations, when applicable, follow standard procedure. Recommendations from agency personnel, letters of reference and the interview are all weighted. Special individual consideration afforded to disadvantaged applicants.

Financial aid is granted on the basis of individual need as indicated on the filed Parents' Confidential Statement. Federal and State work-study, loan, and scholarship programs are available. Approximately 85 locally industrially endowed scholarships are also available.

GEORGIAN COURT COLLEGE

Lakewood Avenue
Lakewood, New Jersey 08701
Private (Roman Catholic)
4 year; women; W - 650

Sister Jeanne d'Arc
Director of Admissions
201-364-2200

This summer Georgian Court initiated a program for 12 disadvantaged students (10 negro; 1 oriental; 1 white). The program ran June 30 to August 7 - 6 days a week. The girls were academic risks because of weak high school records. However, they wanted college so we gave them the summer to prove themselves and they did; all 12 will be a part of our full session.

The girls lived on campus and took English Literature, Art Fundementals and Language (Spanish, French or Latin). They had recreational activities - swimming, bowling, etc., and light domestic chores to do daily. They had three meals a day; all books supplied; all linens supplied.

In the fall, thegirls will be in different halls and different classes - but for the summer program they were together with three of our own regular students who were here for summer school.

The summer school teachers and our academic dean had a consultation at the end of the session and determined what each girl should (or could) carry in the fall. The girls carrying 9 credits will be allowed to attend summer school next year to make up the other 9 credits or they may take 5 years to get their degree.

CLARKSON COLLEGE OF TECHNOLOGY

Potsdam, New York 13676
Private; 4 year; coed
M - 2300, W - 50

Kemp Pottle
Associate Director of Admissions
315-268-6479

Clarkson College is aware that without substantial financial aid many deserving students with disadvantaged backgrounds do not have sufficient resources to attend private colleges with relatively high costs. The admissions and financial aid committees at Clarkson take this into consideration when considering applicants with disadvantaged backgrounds. We are alert to every opportunity to assist the disadvantaged, whenever we feel these students can function in our academic and social environment. For these applicants, several forms of financial assistance are usually available. Our approach is to make all forms of assistance (scholarships, federal and state loans, E. O. G.'s and combinations of these types of awards) available to needy applicants who appear to have a good chance for academic success. To qualify for consideration for these awards, we require only a copy of the Parents' Confidential Statement of the College Scholarship Service.

Clarkson College offers most of its academic programs in the engineering, science and management areas. Because of its orientation in the engineering-math-science areas, which demands extensive and intensive high school preparation in college preparatory courses, especially mathematics, Clarkson has done little to date in remedial areas.

Applicants for admission must use forms furnished by the College which are to be submitted to the director of admissions. The first part of the application should be completed and signed by the student. The second part of the application must be submitted by the applicant to the appropriate secondary school official, who will transcribe the student's record of courses, make his recommendation, and then forward the form directly to the College. An application fee of $10.00 is required.

Candidates are encouraged to submit their completed applications between October 1 and March 1 of the final year in secondary school. Thus, if the College Entrance Examination Board test is taken in December or January of that school year, it will be possible for the Committee on Admissions to take early action on applications and to grant admission, subject to the successful completion of the secondary school program. Achievement test results of the academic areas being taken in the senior year may be postponed until March or May when desirable. In most cases the admissions decision can be made even if one of the achievement tests must be postponed.

NOTRE DAME COLLEGE OF STATEN ISLAND

300 Howard Avenue
Staten Island, New York 10301
Private (Roman Catholic)
4 year; women; W - 500

Sister Donez Xiques, C. N. D.
Director of Admissions
212-447-4343 Ex. 7

We do not have a specific on-campus program for the disadvantaged at the present time. However, the college has been actively engaged in recruiting such students during the past two years because the availability of Federal funds through programs such as the EOG has made it financially possible to do so and because the college is convinced that its programs and campus environment make Notre Dame College appealing to the disadvantaged.

There are no fixed requirements with regard to CEEB scores or high school average which are applied to all students who are disadvantaged. Since the college is small, each candidate is evaluated individually. The candidates are required to take the SAT or ACT as well as the CEEB English Achievement test and one other achievement of the applicant's choice. These results are used primarily for placement. An interview is required. Great consideration is given to the recommendation of the counselor and/or program director. The application form is the same as that used by all students. The application fee will be waived if the counselor writes a note to request that. At present residence is available only when students have been able to secure the funds from sources other than the college itself since college scholarships are being used to help with tuition costs.

The major source of financial aid to the disadvantaged is the Federal government's program EOG. In addition to this, money is available to residents of New York State under the Scholar Incentive Program. College scholarship money is used as well as grants-in-aid on campus in order to defray the expenses of tuition and books. The PCS of the College Scholarship Service is required of all applicants who request financial aid in any form.

Applications are accepted through spring of senior year, but the fall is preferred. Notre Dame follows a policy of rolling admissions and uses this with the disadvantaged too. Announcements of financial aid are usually made in February or March.

At present, approximately 25-30 students are involved in the college's program. Some of these are financially disadvantaged, others are both academic and financial risks. The college has found that students who have participated in Upward Bound, College Discovery and similar programs perform better in college than those with no specific orientation toward college. Consequently, the college recruits such students rather than using some type of random selection. It is a member of the New York College Bound Corporation and has pledged its aid to graduates of such a program.

At Notre Dame these disadvantaged students pursue regular courses; however, they have a lighter program. Careful counseling takes place before the registration period and an effort is made to follow their progress during the semester. It is too early in our experience to know how long it will take these students to complete the A. B.; however, they have been accepted as matriculated students and the college in its admissions office makes every effort to accept those candidates who appear capable of completing the degree. It will take time before further evaluation of the effectiveness of the admissions procedures and the program itself can be made.

ROCHESTER INSTITUTE OF TECHNOLOGY

One Lomb Memorial Drive
Rochester, New York 14623
Private; 4 year; coed
M - 2785, W - 613

Joseph V. Dengler
Admissions Coordinator
716-464-2837

Rochester Institute of Technology is willing to consider other indications of potential success than the standard criteria of high school achievement and test scores. Students interested in our unique programs; i.e., Photography, Printing, and School for American Craftsmen are encouraged to apply and if accepted, efforts will be made to find financial aid through Scholarships, EOG, Work-Study, and loans. Full tuition scholarships are available in Printing-Journalism. Cooperative employment is also available in many of the programs. However, under current conditions, if interest is shown by other colleges, students are encouraged to seek those more able to provide financial assistance. Efforts are being made to increase financial assistance at R. I. T., but no further details can be provided at this time.

The R. I. T. Reading and Study Clinic, Upperclass Student Tutors, and broad offerings in the College of Continuing Education provide opportunities for tailor-made remedial or support activities when necessary.

The National Technical Institute for the Deaf, an integral part of Rochester Institute of Technology, is completely supported by federal funds under Public Law 89-36. For 1968, the same admissions requirements are in effect as for other R. I. T. programs with consideration that support services will be available to the deaf, plus a supplementary application form showing degree of hearing loss and other test information. In future years, vestibule and diploma/certificate programs will be offered with resultant reduction in admission requirements. No fee is required from the applicant. Financial aid covers tuition, room, board and regular student fees. A supplementary application form is required. Three written recommendations are required from a teacher, administrator of previous school and rehabilitation counselor or guidance counselor. For 1968, 60 to 75 students are anticipated. Total enrollment in the future is limited to 750.

LA SALLE COLLEGE

Olney Avenue at 20th Street
Philadelphia, Pennsylvania 19141
Private (Roman Catholic)
4 year; men; M - 6000

Michael Connaughton
Urban Center Summer Studies
Coordinator
215-848-8300 Ex. 257

La Salle College established a formal program for disadvantaged students in the spring of 1968. The program is coordinated by the Urban Studies and Community Services Center of the college, with the cooperation of the Director of Admissions, the Director of Financial Aid, and other officials to the extent that their departments are concerned. The program has several interrelated phases: (a) recruitment and selection of candidates; (b) financial aid; and (c) summer work and study program.

The program is open to all students who might be broadly classified as disadvantaged. Because of the local situation in Philadelphia, the bulk of such students are Negroes, and thus particular attention is directed towards this group. Recruitment and identification of such individuals is carried out through cooperation with College Bound Corporation, Upward Bound projects in several localities, contacts with interested secondary school guidance counselors and faculty. The latter two groups are particularly encouraged to provide information on minority group status of individuals, not only to determine their eligibility for this program but also because it is necessary to supply the Department of HEW and other agencies with information.

The application procedure is similar to that required of all prospective students. A completed application form is required. For students whose lack of financial resources can be established by Upward Bound or other reliable sources, the usual $10 application fee is waived. In addition, the student's high school transcript and the results of the SAT and English Composition and Mathematics Achievement Tests are required. Letters of recommendation from College Bound Corporation, guidance counselors, and faculty members who are well acquainted with the student have been found to be most helpful. These materials should be provided to the Director of Admissions by March 31 of the calendar year the student intends to enter college. Each student is then asked to appear for an interview. The interviewing committee is composed of the Director of Admissions, the Project Director, and others drawn from a pool of interested administrators, college counselors, and faculty members. The primary function of this interview is to elucidate further the candidate's qualifications and motivation, and to assure him of the college's personal interest.

Since most of the students involved in this program have limited economic resources, an attempt has been made to arrange aid in the form of grants and loans commensurate with their needs. This aid is drawn from several sources, including an allotment of $12,000 from the college. In addition, the candidates frequently qualify for the Economic Opportunity Grants and National Defense Student Loans administered by the college. Candidates are also urged to apply to various state scholarship programs, particularly in Pennsylvania and New Jersey. An effort is currently being made to secure additional funds from business and foundation sources. The financial needs of the students are determined from the CSS Parents' Confidential Statement, the NDSL application, or forms prepared by state aid agencies.

The college also provided the funds for tuition for summer school courses taken in the summer program.

An intensive program of work and study has been provided for the students accepted during the summer before they enter as freshmen. This phase of the program in the first year is devoted almost exclusively to communications skills, since all of the students accepted this year demonstrated a deficiency in this area. It is felt that this will be emphasized in future years, though the program can be broadened to include other areas. As it exists currently, this program includes enrollment in a regular English Composition section. The full time assistance of a tutor is also utilized and a developmental reading counselor is available for consultation.

The educational phase of the program precludes the possibility that the students can be employed regularly during this period. Efforts have been made by the La Salle College Urban Studies Center to arrange part-time employment which would provide a meaningful experience for each student.

This year the duration of the total summer program was approximately 12 weeks. Fifteen candidates were considered, ten of whom were actually accepted. In all but two cases they fell below the level of achievement generally acceptable for admission. Typically, their performance on the SAT was in the marginal range, particularly in the verbal area. In some cases, their high school records were also marginal. It was felt, however, in each case, that a remedial program, the motivation of the students; and continued counseling and/or tutoring during the freshman and sophomore years would enable them to succeed in their studies at La Salle.

UNIVERSITY OF DELAWARE

Newark Delaware 19711
Public; 4 year; coed
M - 3600, W - 2900

Richard A. Wilson
Admissions Officer, Director
Upward Bound - Pre-College
Opportunity Program
302-738-2135

The University of Delaware seeks to admit to the undergraduate colleges disadvantaged and minority group students, particularly those who are residents of the State of Delaware. A major source of such students is the Upward Bound - Pre-College Opportunity Program, a college preparatory program jointly sponsored by the Office of Economic Opportunity and private grants. More than 160 students have participated in this two-year program since 1966. Although most students are admitted to this program after completion of the 11th grade, a few students whose credentials are below acceptable levels are enrolled in the program during the summer prior to their fall matriculation.

Beginning in the 1968-69 academic year, special tutoring services will be provided for disadvantaged and minority group students following their matriculation. Although tutoring services will be available for all undergraduates, these services will be concentrated in the freshman and sophomore years. Tutors employed for the program will be graduate or undergraduate students and will work under the supervision of various academic departments.

All applicants for admission are expected to submit high school records and SAT scores. Preference is given to residents of the State of Delaware, but approximately 25 percent of each class is drawn from out-of-state. Students who have participated in Upward Bound Programs or other, similar preparatory programs are encouraged to indicate this fact on admission applications. Delaware residents' applications for the fall semester will be accepted up to August 15. Applications from out-of-state students for the fall semester must be received prior to February 15. Out-of-state applicants are notified on or before March 30. Delaware residents are notified within approximately four weeks.

The financial aid program at the University of Delaware includes scholarships, loans, and work study. Separate applications are required for financial aid and are submitted directly to the Financial Aid Office. Usually, all Delaware residents in need of financial assistance can be accommodated. Although student aid funds are available for out-of-state students, the amount of funds and the number of students who can be accommodated is limited.

NASSAU COMMUNITY COLLEGE

Stewart Avenue
Garden City, New York 11530
Public; 2 year; coed
M - 2000, W - 1788

Martin Syden
Associate Dean of Faculty
for Curriculum Development
516-742-0600 Ex. 253

The program, known as Project Opportunity, was started as a local undertaking in the summer of 1965. It has since expanded and is now part of the general program within the New York State University for the inclusion of more disadvantaged students in the college population.

Nassau Community College recruits from neighboring communities 100 disadvantaged high school students who are about to graduate and offers them an opportunity to enroll in an intensive summer program designed to strengthen their basic skills and prepare them for college admission.

The summer program consists of English, mathematics, speech, reading, interaction groups, individual counseling. It is eight weeks in length. Those students who successfully complete this intensive summer program are admitted as full time, matriculated degree candidates.

Admissions requirements are flexible. In general, the applicant must be eligible for high school graduation by the time of his admission to the program; however, there is no strict adherence to the usual academic courses. The applicant must be a resident of Nassau County; he must pay a $5.00 application fee; an interview must suggest certain personal qualities, along with reasonable evidence that the applicant sincerely desires a chance at higher education. Evidence of good character and citizenship must be offered.

Financial aid is available as follows: Economic Opportunity Grants; National Defense Student Loans; College Work Study Funds; funds from private sources.

Applications must be received not later than April 15; notifications are sent out not later than May 15. All spplicants must be recommended by their counselors or some faculty member who knows them well. The present capacity is 100 students. Candidates are provisionally admitted to the college pending successful completion of the summer orientation program.

Our limited followup of the program indicates it to be moderately successful. To this point, approximately 100 of the nearly 300 admitted to college at least started on a regular program.

THE CITY UNIVERSITY OF NEW YORK

535 East 80th Street
New York, New York 10021
Public; 2 year, 4 year; coed
M - 64,354, W - 59,486

Senior Colleges:
- The City College
- Baruch College
- Hunter College
- Lehman College
- Brooklyn College
- Queens College
- John Jay College of Criminal Justice
- Richmond College
- York College

Junior Colleges:
- Staten Island Community College
- Queensborough Community College
- Borough of Manhattan Community College
- Kingsborough Community College
- Bronx Community College
- New York City Community College

Leonard Kreisman
Director, College Discovery,
Prong I
212-360-2171

Lawrence Brody
Director, College Discovery,
Prong II
212-790-4426

Leslie Berger
Director, SEEK Program
212-787-8600

The City University of New York has a number of programs for the disadvantaged. Several of those which are restricted to an individual college are not listed here. Detailed descriptions of College Discovery Prong I and Prong II and SEEK are found below.

College Discovery Prong I

A student will only have to file one application for SEEK or College Discovery. This can be obtained from the SEEK Program, 154 West 71st Street, New York, New York, 7th Floor. The applicant must have an official copy of all high school work sent directly to the above address. If he has an Equivalency Diploma this applies too. Students will be assigned to SEEK or College Discovery Prong I by the Special Programs Admission Committee.

Eligibility Requirements -

a. Applicants must be high school graduates or possess an Equivalency Diploma. It is not necessary to have an Academic Diploma or Regents' credits.
b. Be under thirty years of age.
c. Not have previously attended college or be eligible for matriculated status in The City University of New York
d. Be citizens of the United States or must present a Declaration of Intention.
e. Have resided in New York City for at least one year.
f. Must live in an officially-designated poverty area (for SEEK)
g. Must meet financial deprivation criteria (for College Discovery)

Tentative Admissions Criteria -

a. Regardless of type of high school diploma all students with an average of 70% and above in the academic subjects will be admitted to the program, provided there is space.
b. All applicants who score 50% or better on the examination for an Equivalency Diploma and who receive their Equivalency Diploma will be admitted to the program if there is space.
c. All applicants whose high school records cannot be evaluated because of special conditions such as attendance in foreign schools - will have their records reviewed by the Committee on Admissions and will be considered for entrance into the program. Students falling into any of the above categories will have equal opportunity for admission.
d. If there are still vacancies in the program after the eligible students have been accepted from points "a", "b", and "c" above, applicants with high school averages of 65% to 70% in academic subjects will be selected randomly to fill all openings.

Persons accepted for the SEEK or College Discovery Programs do not pay tuition or fees, and receive books and stipends when warranted. The colleges participating in the program provide supportive services such as counseling, tutoring, and special programs. Financial information is requested on the application. The application deadline is December 15, notification date March 15. There are no special recommendations required. High school, community and self referrals are accepted. There are two hundred students in senior colleges at present. Some students will graduate from community colleges in January 1968.

College Discovery Prong II

The City University and the Board of Education, working together, have established five Development Centers in five high schools of the city for students who show (in areas other than grades) that they are college material. The entire "in school" phases are funded under Title I of the Education Act Board of Education. As of September 1968 applicants must live in a designated poverty area. The program is geared to serve those students who have high academic potential but low achievement. Consideration is given to reading and math aptitudes, teacher and counselor recommendations, and an autobiography written by the student. Referrals are accepted from community and social agencies, high schools and self.

The students receive free tuition, free books, free counseling and free tutoring and enrichment trips. Financial information is requested as a part of the regular application. Last year January was the application deadline, next year March is the anticipated application deadline. Students will be notified in April or early June. No special recommendations are required, but all recommendations are accepted. Of the 1,500 who applied, 500 were accepted last year. Students are matriculated and receive full credit.

Of the students enrolled in high schools, 390 in academic high schools graduated in June 1968 and 28 in August 1968. From this total, 82 were accepted into one of the City University's Senior Colleges as matriculated students, 107 into a City University community college transfer program, 115 into Prong I of College Discovery in a transfer program. 44 were accepted into a City University community college career program, 38 were accepted into a State University of New York Urban Center. In addition, 61 received and 31 accepted private college offers.

SEEK

The program provides the opportunity for a college education to persons of innate ability who, because of economic deprivation and lack of opportunity, have not achieved well academically. The program is funded by the State and City - in July 1966 the State Legislature provided $1 million in the City University Supplemental Aid and Construction Act to the City University. The Board of Higher Education authorized an additional $627,000 from available tax funds for support of this program. Community agencies, and high schools make referrals. A student may also be a self-referral. For eligibility requirements see College Discovery Prong I.

There were 10,000-12,000 applications for the SEEK and College Discovery Prong I program. 1300 applicants were accepted by SEEK for the fall of 1968 and 675 College Discovery - 680 were accepted to SEEK for the spring. Many of the SEEK students will be required to take non-credit courses to enable them to be admitted to regular college courses. Some may have limited programs. These students should expect that it will take longer for them to qualify for a degree. Non-matriculated and matriculated status is based on an individual basis. Of the 2,000 students accepted over at the two year program, 1,267 have been retained as full-time students, and 355 have been retained as part-time students.

The potential students must fill out the application and send it to the SEEK Program. The applicant must then have an official copy of all his high school work sent directly to SEEK. If the applicant has an Equivalency Diploma these scores should also be sent directly to SEEK. All applications may be obtained and must be sent to the below address.

SEEK
154 West 71st Street
New York, New York 7th Floor

MORGAN STATE COLLEGE

Coldspring Lane and Hillen Road
Baltimore, Maryland 21212
Public; 4 year; coed
M - 1605, W - 1868

Mary Ann W. Franklin
Assistant Dean
301-323-2270

Morgan State College is not presently involved in a "high risk admissions program" as such. A large proportion of its students, however, would be regarded as high risks by some other institutions.

The Morgan State compensatory education program for culturally disadvantaged students has received national recognition. A recent publication of the College (Morgan State College Program: An Adventure in Education, 1964. Morgan State College Press. Baltimore, Md.; pp. 15-25.) lists 68 aspects of this program. Perhaps the unique feature of the program is that it encompasses all aspects of the students' needs -- not merely the academic. Following is an excerpt of the report of the case study conducted at the College in 1968; "The compensatory education program of Morgan State drew most attention. All visitors thought it to be remarkable and all said they learned from it. Members of the case study were impressed by the large numbers of talented humans who have been discovered and educated by this process. Several spoke of their resolve to improve the efforts of their own institutions in working with disadvantaged youth. The total immersion of the campus in the educational process was not only a revelation but an inspiration."

Described here is the Freshman Three-Track Program which constitutes one important aspect of the overall program.

Morgan State College is characterized by a deep concern on the part of the administration, faculty and staff for the welfare of its students. Many students needing special assistance in order to be successful have found pertinent resources available at Morgan State College. The Three-Track Freshman Program was instituted in 1957 in order to take into account the various levels of ability, previous training and experience of it students. The same general education courses are provided for all freshmen, but each freshman is placed in a sequence of courses which is designed to maximize his chances for success in his college career. The student in need of maximum assistance is placed in the "A" Curriculum, the average student in the "B" Curriculum, and the above-average student in the "C" Curriculum. This curriculum placement is determined by the student's performance on entrance tests, his standing in his high school class, and his evidence of mastery of the subject matter in the areas of social science, humanities, science and English.

The student who is put into the "A" Curriculum pursues the core courses of English, social science, science and Reading as do the students in the other two curricula, with some exceptions, but he is limited to a semester load of 13 credit hours while attending class a total of 19 hours per week. The additional clock-hours are intended to provide both the student and the teacher an opportunity to devote special attention to instructional techniques and materials which are of value in providing remedial assistance in overcoming academic weaknesses. The student who earns an average of 2.5 (A=4) or better at the end of the first semester is then moved to the "B" Curriculum and is allowed to register for 16-17 credit hours in the second semester. The student who does not succeed in earning an average of at least 1.8 at the end of the first semester is dropped from the college. The Curriculum "A" student is not permitted to pursue any required course in his major so long as he remains in that curriculum. However, some diligent students have found this initial curriculum placement to be no major handicap in meeting the requirements for graduation in four years. They may have to attend one or more Summer Sessions, however, to accomplish that objective.

The students in the other two curricula pursue the same core courses indicated above, but they are placed in separate sections of these courses, and are permitted to register for some of the courses in their major also. A semester hour load of 17-19 credits is approved. All students, however, pursue the non-credit Freshman Orientation course which is taught by a regular member of the counseling staff. Registration in the course in Reading may not be required of any student whose proficiency in that skill is above the medial level of his class. Others may complete the course as soon as they attain that level of proficiency.

The Freshman Program is continuously evaluated, and minor changes are made in its structure from time-to-time. However, a survey of its desirability and effectiveness has revealed that both faculty members and students appreciate its merit in the singular goal of assisting students to be successful in their academic work in college.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT ONEONTA

Oneonta, New York 13820
Public; 4 year; coed
M - 1147, W - 2461

Jay M. Pawa
Coordinator
Oneonta Opportunity Program
607-431-3455

The College will admit in the fall, perhaps as many as 51 students to our Opportunity Program. There will be a limited amount of money available for loans, direct grants to the students, payment of University fees, and the support of a tutorial program. Students applying for admission must complete all of the regular application forms plus a Parents' Confidential Statement on the financial condition of the family. All college fees may be waived under this program. Either the recommending agency, or high school guidance counselor must support the student's application with a statement on the exact reason for classifying the student as disadvantaged. Generally speaking, the student should have a personal history of having labored under economic, ethnic or racial disabilities to meet the college's criteria for being disadvantaged. All students enrolled in this program will be considered as matriculated candidates for the bachelor's degree. There is no required or stipulated time limit for graduation and it is expected that many of the students will need more than four years to complete their course of study. All of the students in the Opportunity Program will be offered tutorial aid.

SAINT JOSEPH'S COLLEGE FOR WOMEN

245 Clinton Avenue
Brooklyn, New York 11205
Private (Roman Catholic)
4 year; women; W - 600

Sister Irene Veronica
Director of Admissions
212-622-4696

St. Joseph's is affiliated with the New York State College Bound Program. Bay Ridge High School, Brooklyn, has been adopted as her sister school in the program. St. Joseph's participates in the NSSFNS College Assistance Program and in the Metropolitan New York Project.

St. Joseph's has offered to serve in an advisory capacity to the needs of the Central Brooklyn Neighborhood College, whose administration is interested in the disadvantaged and underprivileged college bound students in the Bedford-Stuyvesant area.

Our admissions officers are willing to consider the applications of disadvantaged students whose high school credentials may present a definite risk, but who may give evidence of their ability to do college work. Disadvantaged students are expected to apply for admission early in their senior year of high school, and definitely before January 1. Since St. Joseph's is not specifically recruiting this type of student it is expected that the student will make her case known in writing when making formal application to the College. After all credentials are received and a recommendation of the high school personnel is submitted, the student will be notified as to the admissions decision and the amount of financial aid granted, if accepted. The student will begin the regular freshman program. If her index for the first semester is 2.0 or below, the student will be given academic guidance. If she continues to find college preparation difficult in the upper freshman and sophomore semesters, she will be advised to withdraw. However, the Academic Committee may decide to reduce her program load in which event the student may be required to complete her program in nine semesters rather than the usual eight.

SKIDMORE COLLEGE

Saratoga Springs, New York 12866
Private; 4 year; women
W - 1700

Norma MacRury
Dean of the College
518-584-5000

Skidmore College does not have a regular program for the disadvantaged student. During the coming year this will be a matter of faculty discussion and decision. We now take one or two such students a year with the approval of the Committee on Admissions but we feel that we are not prepared to give such students the type of personalized program they need. Our present thinking is to identify potential candidates in the junior year in high school and have them spend one or two summers in one of the special intensive programs to fill in educational and cultural gaps before they come to our campus.

We need to obtain funding for such a project and have not yet decided how many students we could help.

With the few we now have, we allow lighter programs, offer tutoring, but are not equipped to give expert help in filling in background knowledge.

Skidmore has a large (200) program for disadvantaged children in the summer. Children from the 6th to 10th grades, selected because they appear to have creative potential, are given many opportunities in art, music, literature, etc. in the hope that this will inspire them to seek higher education. As this program is only in its second year, we do not know if any of the children will later be candidates for admission to college.

COLLEGE OF SAINT ROSE

432 Western Avenue
Albany, New York 12203
Private (Roman Catholic)
4 year; women; W - 785

Sister Noel Marie
Director of Growth and Progress
518-438-3567

College of St. Rose has taken one or two disadvantaged students a year and given them tuition and board. They usually require at least five years for a degree.

During the summer we have a "GAP"(Growth and Progress) program for 9th and 10th grade high school students from the Inner City. The college provided lunch for 20-25 last year; about 35-40 this summer. They have classes here in the morning: fine arts, English, drama, math; and help in the Inner City in the afternoon.

UNIVERSITY OF ROCHESTER

River Campus Station	Coordinator to be Named
Rochester, New York 14627	
Private; 4 year; coed	716-275-3221
M - 1800, W - 1200	

The University of Rochester is in the process of starting a formal program for disadvantaged students. It will be called the Educational Opportunity Program.

Up until this time our efforts have been steady and serious but they have not been unified in a program. We have made special recruiting efforts in high schools and in areas of cities where there are or should be heavy concentrations of economically and culturally disadvantaged students. Applicants who were deemed disadvantaged were given special attention and consideration for admission and financial aid. We have also made academic adjustments so that such students could take reduced programs when needed. We are now providing special counseling and have, this past summer, enrolled some students in a course designed to improve reading and study skills prior to their entrance as freshmen this fall.

At this time we are seeking and expect soon to appoint a coordinator of our Educational Opportunity Program, who will be charged with responsibility for continuing and expanding our efforts, and enlarging and coordinating all facets of the program.

There are numerous programs for disadvantaged students, either on the campus or off-campus, sponsored by University students, faculty or administrators. For example, we are one of the sponsors of an Upward Bound program which meets on this campus. In addition, there are off-campus tutorial programs and special summer work programs and a variety of other activities designed to broaden the perspectives of disadvantaged students and to increase their academic awareness and their basic academic skills.

Counselors or students interested in the Educational Opportunity Program may obtain further information by writing to the Office of Admissions and Student Aid. We expect the coming year to be one of discussion and planning for the Educational Opportunity Program while we continue our efforts.

BARNARD COLLEGE

606 West 120th Street	Helen M. McCann
New York, New York 10027	Director of Admissions
Private; 4 year; women	212-280-2014
W - 1900	

Barnard's program for culturally and financially deprived students began in 1965. Financial aid has come from Barnard funds supplemented by EOG, NDEA, and Work-Study money.

All candidates are required to submit senior year College Entrance Examination Board Scholastic Aptitude Tests and three Scholastic Achievement tests in 1) English Composition, 2) a foreign language, 3) mathematics, science, or history. A student admitted to this special program should present a very strong high school record which shows marked achievement, and fine recommendations from her school indicating strong motivation for academic achievement, willingness to work hard, and emotional stability and maturity. Applications should be submitted to the Director of Admissions in the fall of the senior year, and not later than 1 January. A personal interview is strongly recommended wherever possible. Candidates are notified of Barnard's decision in the middle of April.

Students in this program take a light program at first, that is three courses a semester rather than the usual four, and they may have six years to earn the degree. Tutoring is available, if needed, and as much financial aid as is necessary is provided. Applicants for financial aid must file the Parents' Confidential Statement with the College Scholarship Service as well as a one page Barnard form. Financial assistance may include as much as full tuition and room and board. These girls live in college dormitories and take regular Barnard courses. They are expected to meet all course and degree requirements. They are not identified to the faculty, but they are notified that they are a part of a special program.

While some of our twenty-six special students presently in college are not doing better than C work, an amazing number are doing extremely well. We are more than pleased with the records these girls have earned, but we are even more impressed with them as individuals. It is nothing short of an inspiration to talk with some of them to realize what some have come from and to dream of what they may accomplish. We are very much aware that we could cause damage not easily repaired, but we think the risks are worth taking.

COLGATE UNIVERSITY

Hamilton, New York 13346
Private; 4 year; men
M - 1923

Guy V. Martin
Dean of Admissions

Thomas S. Anthony
Assistant Dean of Admissions

315-824-1000 Ex. 252, 256

Colgate is gradually forming a policy regarding the recruitment, admission and support of disadvantaged students. There have been several years of trial and error, and the program is still limited although increasing annually. Financial assistance has also been limited, while adequate to the needs of all entering in this program. The Dean of Admissions and his assistants are in direct contact with a number of secondary schools enrolling large numbers of disadvantaged students. The Dean also has working relationships with several public and private agencies devoted to recognizing academic potential in students from deprived areas. Allowances are made in scrutinizing academic credentials of those students whose potential is still moot, and every effort is made to meet the financial requirements of these students. There is widespread desire among the faculty and students to assist in counseling and tutoring. Selected faculty and students have been nominated to act as advisors to these students by a special committee overseeing their progress towards graduation, and care is taken to assign these students to at least one of this faculty member's classes. A local group interested in the University has volunteered tutoring services. Scholarship money is available for students who have been recommended for the Baldridge Reading Program. Admissions criteria are flexible, recognizing that standardized tests in particular are of doubtful validity for students with a disadvantaged background.

Colgate participates in a summer consortium for underprivileged students from area high schools. In addition, school study councils and graduate programs in guidance and counseling are intended to create interest in coping with local problems. Colgate is also affiliated with Lincoln University in a program of mutual enrichment. The University also subscribes to the National Defense Student Loan Program, and receives Educational Opportunity Grants to assist in the scholarship program. The admissions office is in contact with many private organizations such as the Transitional Year Program at Yale University, SEEK of the State University College at Buffalo, the New York City College Bound Corporation, ASPIRA, the Cooperative Program for Educational Opportunity, the Opportunity Project for Education Now, the National Scholarship Service and Fund for Negro Students and a variety of others in several parts of the United States.

Admissions requirements are more flexible for disadvantaged or risk students. We normally expect that a college preparatory course be presented, but realize that gaps may exist. The student should plan on presenting the Scholastic Aptitude Test and three Achievement Tests as described in the current catalog. An interview, and visit to the campus are particularly desirable for students from a disadvantaged situation and the University will provide assistance for such a visit.

The application fee is $15.00 and may be waived by petition to the admissions office. Arrangements may also be made for adjusting the Room Deposit fee of $250.00. The application form is the same for all applicants, the Parents' Confidential Statement of the College Scholarship Service.

Financial aid is available in a variety of forms, including scholarships, NDSL loans (and emergency loans from the University); work opportunities; EOG awards. The freshman class entering in 1968 is receiving about $130,000.00 in outright scholarship grants, excluding loans and job opportunities. Thirty-four entering students qualify for the Educational Opportunity Grant while about half of those students have been recruited through the program and considered disadvantaged beyond economic means. No specific sum is marked for disadvantaged students, as the number of applicants in this category varies from year to year.

Applications for admission and financial aid should be received no later than January first of the year the student expects to enroll in college. Occasional exceptions can be made, but it is difficult to guarantee scholarship assistance beyond that date. The applicant will be notified by the fifteenth of April both as to award and admission.

It is especially useful to the admissions office for students coming from an underprivileged situation to present recommendations from teachers and professional people who know them well and can tell us something of the applicant's motivation and ability to communicate as well as adjust to a rural campus with a largely white, middle-class population.

The student is a fully matriculated member of the college community. He will receive normal course credit, and allowances can be made to lighten the course load in the first year on campus. There is no provision at present for extending the time requirements for the B. A. beyond four academic years. Due to the pressure of the draft, students in the program are required to make progress toward graduation while not being held to specific grade point averages. While he remains in college no student will lose his scholarship.

Owing to the limited nature of the program at Colgate in the recent past, evidence of effectiveness has not yet been reduced to statistical measurements. There is little doubt of the enthusiasm that the program has generated.

CHESAPEAKE COLLEGE

Wye Mills, Maryland 21679	Hubert P. Black
Public; 2 year; coed	Dean of Students
M - 162, W - 129	301-758-1537

Since Chesapeake is a new college it does not have a formal program directed to the disadvantaged; however, we will include this important area in our plans for the future. Our financial aid program is oriented toward the financially disadvantaged. Also our admissions program contains sufficient flexibility to permit the matriculation of the educationally disadvantaged.

The College participated in the NDSL, CWSP, and EOG programs. There are also scholarships sponsored by private donors. In addition the student labor program gives preference to the disadvantaged.

Remedial courses are offered in math and English for those without proper academic background. These courses carry no credit but are valuable in raising the academic level of the disadvantaged.

The College maintains a counseling program with referrals to the College physician and psychiatrist in the event of physical and emotional problems which might have a relationship to cultural and economic deprivation.

SETON HALL UNIVERSITY

South Orange Avenue	Director to be Designated
South Orange, New Jersey 07079	
Private (Roman Catholic)	201-762-9000 Ex. 219
4 year; coed; M - 3985, W - 912	

Seton Hall University, located on the periphery of the central ward of the City of Newark, recognizes its commitment to afford educational opportunity to capable youth from minority groups residing in inner-city ghettos. The commitment, although stimulated and intensified by the riots in the Summer of 1967, actually had its inception at Seton Hall University several years preceding those riots. The School of Education of the University has been involved in the planning, organization, and implementation of a variety of educational programs for disadvantaged youth in urban areas over the past several years. Prominent among these was the High School Head Start Program, which recently completed its fourth year of operation and which received a National A. A. C. T. E. Award for Excellence in 1966. In addition, the University has offered its facilities and expertise for the implementation of the Upward Bound Program for youth in the Greater Newark area. This program operates on a year-round basis, full time during the summer and on Saturdays during the academic year. Last year the School of Education of the University developed an affiliation with the Queen of Angels School in the central ward of the City of Newark. During the year more than 200 undergraduates in the teacher preparation program in the School of Education participated regularly in a teacher aide-teaching situation in the Queen of Angels School under the tutelage and guidance of professors in the School of Education as well as of the staff of the Queen of Angels School.

In September of 1967 the University began a program which seeks to offer a specially structured college program for disadvantaged youth who might otherwise be excluded from college and university programs. This program, although modest in its beginning stages, appears to have been highly successful. A total of eight high school graduates, who were characterized by significant underachievement, were admitted to the University and offered a program of studies designed to enable them to compensate for the educational deficits which had built up over their previous twelve years of schooling. Special guidance and tutorial efforts were directed by members of the staff of the School of Education toward encompassing these youth in the mainstream of the University's academic and social life. Of the eight students who began the program in September, 1967, seven completed their freshman year of college quite successfully. Their success in large measure must be attributed to the individual guidance offered to each and to the tutorial program designed to supplement and complement their normal university classroom activities and experiences.

This program did not involve any local, state, or Federal assistance or subsidy. Admission requirements were in the main individually prescribed for each student. In virtually every instance the College Board scores of the applicants were significantly below those which are normally considered minimal for admission to the University. Personal interviews, individual testing, and recommendations from high school officials constituted the criteria by which students were admitted. Although no provision was made initially for full tuition remission, the University Office of Financial Aid assisted each individual student in arranging for scholarships and/or loans which would mitigate the financial burden normally incurred by incoming college students.

Seton Hall University will embark on an expanded program of admitting candidates who represent academic risks. Present plans provide for the admission of twenty freshmen in the program beginning in September 1968. A sum of $20,000.00 has been made available through the State Department of Higher Education to defray the cost of tuition for these students. All other costs relative to the operation of the program will be borne by Seton Hall University.

Because of the nature of the program, the fact that it had its inception late in the Summer of '68, and because routine admission procedures have been modified for applicants, there will be a greater degree of flexibility regarding the timing of applications for admission and notification of acceptance.

Recommendations for suitable candidates are being solicited from N. A. A. C. P., C. O. R. E., U. C. C. (Newark Anti-poverty Agency) the Director of the High School Head Start Program at Seton Hall University, and the Director of the Upward Bound Program at Seton Hall University. In addition, consideration will be given to the recommendations of high school principals, guidance counselors, and the instructional staffs of the high schools which the various applicants attended.

Students participating in the program will receive full credit for all courses completed successfully and will be regarded as fully matriculated students at the University. Time required to complete the four-year college program will be determined in accordance with the student's individual abilities.

Since the program described begins in September, 1968, no evidence of its effectiveness is available at this time. Special features of the program will seek to ensure the success of each of the students participating. Among these features are the following provisions:

1. A special remedial program in reading and English grammar and composition will be interwoven in the freshman English course, which is part of the University's core curriculum.
2. A specially devised and designed course in psychology will be offered to all students participating in the program.
3. A course in American history with particular focus and emphasis on the contributions of the American Negro to society will be offered.
4. One other course elected by the student from the regular offerings of the University will round out the first semester of the freshman year.

During the second semester (Spring, 1969) a remedial program in mathematics will be added to the schedule.

A major feature of the plan is intensive individual and group counseling for all participating students.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT BROCKPORT

Brockport, New York 14420
Public; 4 year; coed
M - 2000, W - 2300

Ronald Davis
Associate Dean of Students
716-395-2500

The State University College at Brockport has initiated a program appropriately named Summer Start for disadvantaged students to enroll at Brockport. The program is named Summer Start and actually began with 20 students in the entering 1966 Freshman Class followed by 31 additional students last year.

The basic idea behind Summer Start is to allow selected students to begin their college education during the summer. Each student is required to complete a minimum of 6 credit hours prior to the beginning of the Fall semester. Regardless of his summer grades, the student will carry a reduced academic load of 12 semester hours during the Fall and Spring Semesters. At the end of the Freshman year, he will have 30 completed hours just like any other student.

Beginning in the summer enables a student to concentrate on only 2 subjects while becoming adjusted to a college environment. By fall, the student knows the college and its facilities and is not faced with a tremendous adjustment problem that may result in academic failure. Carrying only 12 hours each semester also enables the student to participate in extra-curricular life to provide a total college experience.

Other features of the Summer Start Program include a Director who is responsible for organizing the supportive services available to each student. Students will generally live near each other in the same dormitory complex to facilitate use of audio-visual materials, group meetings, counseling sessions, and tutorial services when necessary. The student will also be given registration preference and assigned to a volunteer from the faculty to help with any academic problems that arise.

Although the initial results have been most satisfactory, the program has been revised and strengthened for the 35 students that will begin this summer.

Disadvantaged or "high risk" students are those whose lack of money, low standardized test scores, erratic high school records and race/class/cultural characteristics, taken together place them at a disadvantage in competition with the preponderance of students at the State University College at Brockport.

We realize that we must find new ways to encourage the disadvantaged, and need to concentrate more of our efforts on providing the support these youngsters need to refine their talents by helping to bring about a change in their self-concept of low ability and achievement.

Our present Summer Start Program could very effectively become a program to provide this type of support for the disadvantaged youngster.

This program could very adequately accommodate 40-100 new disadvantaged youngsters per year for a total undergraduate enrollment of 400.

We are convinced that the disadvantaged youngster has much more than an academic achievement problem; therefore, to concentrate efforts only on remedial instruction would be a complete waste of time, especially when the youngster is placed in a success-oriented, secure, middle class college community.

We need the assistance of the high school and community social agencies to seek out those students who could benefit from admission counseling; this service we can and do provide. The admissions staff at the State University College at Brockport will exhaust every possibility to aid the disadvantaged student using the diverse resources of State University as well as the private colleges.

We have made cooperative contacts with Fight, Settlement Houses, Neighborhood Youth Core, Human Relations Office and Project Outreach.

Brockport's Summer Start 1968 is an attempt to provide educational opportunity for youngsters who do not meet our entrance standards, but who have been identified and recommended as possessing academic potential.

Forty-three youngsters, mostly from economically disadvantaged backgrounds, participate in a regular summer session (five weeks, six semester hours) of academic work. In addition to the normal college living arrangements, a faculty advisor is assigned to each student to help speed adjustment to college life, provide general counsel, and guide each in the selection of a fall academic program. Resident student tutors are available to assist with specific course problems. Small group guidance sessions meet regularly so that progress may be gauged, gripes aired, and insights shared. A graduate student coordinator acts as a "trouble shooter" to assist students in need of extra encouragement and to keep the project staff informed of conflicts before they get to be major problems.

Summer Start students may attend either of Brockport's two summer sessions. Continuance is based on academic achievement and adjustment as rated by the project staff.

Applicants will use regular application materials and procedures. They should apply early throughout the fall but no later than April 1, 1969. Secondary counselors or other agencies recommending students should clearly state why they may be placed in the "disadvantaged" category. Financial aid awards will be made almost immediately after the candidates for admission have been selected.

The effectiveness of the program has been very high based on the students offered admission during the first two years. The program has seen these young people make the necessary adjustments to make satisfactory progress toward our degree in approximately 70% of the cases.

BLOOMFIELD COLLEGE

Franklin Street
Bloomfield, New Jersey 07003
Private; 4 year; coed
M - 666, W - 259

David O. Roberts
Dean of Students
201-748-9000 Ex. 720

The year 1968 is the first in which Bloomfield College has become involved in state and federally financed programs for the disadvantaged student.

The previous summer, when denied funds from the State of New Jersey for an already scheduled "Upward Bound" program, the Director of Financial Aid solicited monies from local industries to support this six-week program for the disadvantaged. Approximately fifty students were selected. This decision was primarily predicated on the recommendation of a teacher or guidance counselor who felt the child had exhibited superior ability which might never reach fruition without extensive academic, social, and financial assistance. Each student was interviewed by the Dean of Students to ascertain his attitude toward such a program and his motivation. On the basis of the recommendation and the interview the students were chosen and notified of our decision within one week. The decisions were not predicated on standardized test scores or high school records. Full financial aid was awarded to these students and all were encouraged to live on campus in our dormitory facilities.

The curriculum was comprised of comprehensive courses on the high school level in the areas of English, mathematics, and foreign languages. Teachers were drawn from the college staff and the Bloomfield College Alumni who were experienced secondary school teachers. In many cases the student would be granted credit at his high school for the particular courses which he completed at Bloomfield College and would be placed in a more advanced course upon his return to high school. There were no college level courses offered to this group.

Participation in this program did not guarantee future admission to Bloomfield College or other colleges. Of those graduating from high school this past June, approximately 75% were admitted to a college. Most of these students would not have thought it possible for themselves to attend college, primarily because of financial difficulties.

However, there was a definite need for more personal tutoring and counseling which, due to the limited funds, it was impossible to provide.

This summer, with federal funds, the college became officially involved in the "Upward Bound" program. The guidelines for this program were almost identical to the previous years', with forty-two high schools junior and seniors invited to participate in this six-week program. However, all students were required to live on campus, were given spending money and had available more counseling and tutoring service. In essence, it was a seven day program with classes Monday through Friday and excursions on weekends. The curriculum and faculty were characterized by those of the previous year.

Although not immediately demonstrable, it is felt by the faculty that this was again very successful in stimulating the students' motivation and desire for a college education. Again, there was no guarantee of future admission to college.

The second major program for the disadvantaged was inaugurated this summer for the first time by the State of New Jersey. The State allocated two million dollars for funding individual college programs supporting the admission of economically and culturally deprived high school graduates. Bloomfield College elected to conduct a five-week summer program and, subsequently, to predicate admission to the September day session on the students' performance throughout the summer.

The students chosen for participation in the program were first screened by members of the Newark Board of Education, then interviewed individually by a member of the Dean of Students Office or the Office of Admission. Twenty-one of the twenty-two students participating in the program were drawn from the Newark High Schools. The other student, a girl from Atlantic City, was recruited through private channels. Students were selected on the same basis as the "Upward Bound" students with more emphasis placed on the high school background.

The curriculum was similar to the "Upward Bound" program with the addition of a few college-level courses as electives serving to introduce the student to college material. A typing course was also scheduled as an elective for many of the girls to prepare them to participate in the college work-study program. College credits were not awarded for participation in this summer program.

Seventeen of the twenty-two students have been admitted to Bloomfield College as full-time day students. They shall receive full tuition, room, and board as well as $10.00 spending money per week, all of which is funded by the State of New Jersey.

Each student had considerably lower standardized test scores than the average for the September 1968 entering freshman class. However, the admission decisions were based solely on the recommendations of faculty members and administrators who had been intimately involved with this program. A full-time tutor has been employed for the 1968-69 academic year to work closely with the seventeen students.

Next June, at the conclusion of the semester, we shall compile a complete report on the progress of these seventeen students.

GANNON COLLEGE

109 West 6th Street
Erie, Pennsylvania 16501
Private (Roman Catholic)
4 year; men; M - 2000

J. R. Cicen
Director, Trial Admissions Program
Director of Admissions

Charles Lundy
Director, Project Upward Bound

Richard Herbstritt
Director, Tutorial Program

814-456-7523

Programs for disadvantaged students take several forms at Gannon College, including Project Upward Bound, the Gannon College Trial Admission Program, the Tutorial Program, and intensive individual treatment. Students designated as disadvantaged include those who display one or more of the following characteristics: deficiency of academic achievement or secondary school preparation in the presence of identifiable academic ability; economic poverty or severe financial condition which normally precludes plans for private higher education; cultural background markedly dissimilar to that experienced by the majority of Gannon students and presented by the College.

Those students participating in Project Upward Bound, which is supported by a federal grant to Gannon College, are selected to participate by high school officials of the Erie City and Erie County schools on the basis of possession of academic talent and poor financial condition. Students in the program spend eight weeks at the conclusion of the junior and senior years of high school participating in academic and remedial coursework, intensive personal and academic counseling, and activities designed to enrich their cultural experiences. All participants reside on campus, and, upon the recommendation of the director of the program, are admitted to Gannon College. The college waives the usual application fee and tuition deposit, and is bound to meet, with a financial aid award, the entire financial need shown by each student. As many students as possible who attend Gannon College after completing this program are housed on campus, depending upon the number of accommodations available. Some students of the program attend colleges other than Gannon College, and the academic success encountered by those who complete the program is equivalent to or in excess of national averages for Upward Bound students.

While Project Upward Bound is a federally-supported program dealing with disadvantaged students, all of whom show financial need, the Gannon College Trial Admission Program enlists those who show limited academic achievement in high school coursework, but exhibit some positive quality which may indicate the possibility of success in college studies. A listing of the Trial Program is included in "Compensatory Education for the Disadvantaged" (Gordon and Wilkerson). No distinction is made, in terms of financial background, in regard to the Trial Program; in fact, students pay sixty dollars tuition for the three weeks of coursework they undertake, supporting its cost to the College. The Trial Program consists of the three-week session of academic coursework which closely resembles the academic work of the freshman year. Students enroll in three courses taught by regular members of the college faculty, and upon successful completion of this work, are admitted to Gannon College as full time freshmen.

The rationale for the operation of the Trial Admission Program is that admission decisions made in the usual way are not entirely accurate in identifying students of talent but who have shown poor performance, for whatever reason, through their high school years. Evaluation of student performance in the Trial Program is based upon progress, as well as achievement, so that each participant may be graded not only upon his performance compared to other students in the program, but upon his own current work as compared to his previous work. Those students who were successful in the Trial Program during its seven previous years of operation from 1961 to the present have, in fact, shown success and a graduation rate equal to that of students selected and admitted to Gannon College by the usual procedure. Operation of the program includes extensive testing and counseling of all Trial Program registrants as they begin their three weeks of study.

An additional offering of Gannon College to disadvantaged students in the Erie area is the Gannon Tutorial Program. High School principals and counselors refer students of low income, and high ability but deficient marks, to the Program. Gannon College upperclassmen meet regularly with such students and offer academic tutoring to each student in subject areas for a period of one, two, or more academic years. Students who show progress in their academic achievement to the point where they can be admitted to the College are assured of financial aid awards equivalent to their need.

These programs described above represent formal plans of action that deal with students who may be termed disadvantaged. Other less-formalized practices supplement these attempts of Gannon College to offer all its resources to students in need of them. For example, application fees are waived to any student at the request of high school officials, as are the usual tuition and room deposits. When high school officials indicate that applicants are to be considered disadvantaged, when students indicate this, or when the Admission Office infers this from student credentials, the weighting of factors in the admission decision may be shifted in favor of the applicant's record. The opinions and recommendations of high school counselors and teachers become critical considerations in these cases. Also, on most occasions wherein the financial status of applicants is extremely weak, the college makes financial aid awards at approximately the same time as the offer of admission is made. Consideration is given, in preparing the financial aid awards, to the applicant's academic record, so that economically and academically disadvantaged students are less likely to be offered employment as financial assistance, as are more able students, but are more likely to receive grants.

These liberal practices enable Gannon College to operate with great latitude in admitting and aiding students who are classified as disadvantaged. In preparing for the matriculation of these applicants, continuing concern for their success leads to some intensive individual treatment. Whenever possible, students are asked to report to the College prior to enrollment to spend a day undergoing Gannon's own battery of guidance examinations, for discussion with a Gannon guidance counselor regarding academic plans, and to arrange a schedule of classes tailored as closely as possible to the student's strengths, weaknesses, and interests. Those students who cannot come to campus prior to September are handled during the period of freshman orientation. In addition, Gannon College operates a remedial program in reading and study skills, into which many disadvantaged students enter. Some tutoring takes place in the dormitories, primarily to the benefit of students who lack good preparation, and on occasion the guidance office will arrange a reduced course load to ensure the successful completion of studies during the first semester or year by the disadvantaged student.

By means of the counseling encounters noted above, Gannon College expects to further identify any other deficiencies in background or preparation a student may present. Additional guidance sessions may be scheduled with the guidance counselors, with appropriate housing or student affairs officials or with the college psychologist.

To summarize the activities of Gannon College toward disadvantaged students, different candidates take part in varying programs, depending upon their circumstances. Project Upward Bound deals with students classified as disadvantaged as to academic, economic, and cultural factors; the Gannon College Trial Program deals with students disadvantaged in terms of academic preparation; the Tutorial Program involves Gannon College students in attempts to strengthen the academic performance of students disadvantaged by way of economic and achievement reasons; and intensive care and counseling is prescribed for all disadvantaged students, including those not enrolled in the programs previously described.

Students who wish to apply for admission to Gannon College should submit the completed application for admission, and arrange to have copies of the high school record and Scholastic Aptitude Test scores, along with any other test results, letters of recommendation, or pertinent information, forwarded to the Admission Office. Applicants for financial aid should submit the separate form for aid, along with the Parents' Confidential Statement, to the Financial Aid Office.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT PLATTSBURGH

Plattsburgh, New York 12901
Public, 4 year, coed
M - 1194, W - 1827

John O'Leary
Upward Bound Project Director
518-564-2200

In January of 1968, the State University College of Arts and Science at Plattsburgh, submitted a proposal to establish a "Compensatory Program for Disadvantaged Students" to the Central Office of The State University of New York, and although Central Office officials were receptive to the spirit and ideas presented, no money was available for implementation of this program. The State University College of Arts and Science at Plattsburgh was encouraged to resubmit this proposal for the academic year 1968-69.

Rather than hold off on the program for a year, it was decided to offer a compensatory program on a smaller scale this year, utilizing the facilities already existing within the college.

Following is a synopsis of the program we plan to institute.

The State University College is prepared to admit 40 disadvantaged students, in the academic year commencing September 1968, who would not be admitted under traditional admissions requirements. We realize that many of these students have large reservoirs of untapped talent that can be developed through carefully planned programs of enriched instruction and counseling.

Approximately half of these students would be selected from participants of an Upward Bound program, in which the college has been engaged in for the past two years, while the additional students would come from comparable economic and academic circumstances.

Those students entering Plattsburgh from the Upward Bound Program would be selected on the recommendation of the Project Director and staff of Upward Bound, who will have observed both the academic and motivational development of these youngsters for two and one half years. Students not in Upward Bound would be selected on the recommendation of high school guidance counselors.

The suggested method of selection would, it is felt, allow for choosing those students who would, by personal motivation and potential intellectual ability, profit most from the college experience.

Because of the debilitating effects of hampered academic preparation and personal motivation, precipitated by limiting home and school environments, a compensatory program of counseling and tutoring would be provided for the firty students admitted under flexible admission standards. The project groupwould be scheduled into courses taught by faculty receptive to the needs and differences that these students present. Course loads would be commensurate with the students' previous academic preparation, e.g. some students would carry 9 hours, others 12 hours, etc.

The counseling design would furnish academic, personal and financial counseling for the selected students and their families. Initial contacts to develop a financial aids program with the students and their families would begin in the second semester of the senior year in high school.

Tutoring would be provided by graduate assistants in areas that the students needed help. The tutors would provide help in mathematics, science and the humanities, or in any field that the students needed supplemental work.

This program would be coordinated by a counselor, who would work closely with the project students, their families, tutors, college faculty, residence hall staff, and high school guidance counselors.

A summer program will be developed for students needing additional help.

In undertaking a project such as this, the State University College at Plattsburgh is presented with the opportunity to observe and record how a group of students not meeting traditional admissions standards fares in college work, when a supplemental program is provided to compensate for recognized environmentally derived handicaps to academic motivation and performance.

It seems the results of the program might also have implications for other college students, who do meet traditional admissions criteria, but do not survive in a college community. In short, the proposed program may well indicate ways in which many college students having academic problems might benefit from reduced course loads, intensive counseling and academic tutoring.

TOWSON STATE COLLEGE

York Road
Baltimore, Maryland 21204
Public; 4 year; coed
M - 1634, W - 2774

Edward St. Lawrence
Director of Admissions
301-823-7500 Ex. 221

At the present time, Towson State College is involved only with the disadvantaged youth of the inner city, both white and non-white.

Contacts have been initiated with both national and local groups to enlarge the scope of the program. Fee waivers and financial aid awards have assisted approximately 10 candidates this year.

BRYN MAWR COLLEGE

Bryn Mawr, Pennsylvania 19010	Elizabeth G. Vermey
Private; 4 year; women	Director of Admissions
W - 780	215-525-1000 Ex. 387

Although Bryn Mawr College has no formal program directed to the disadvantaged student, it cooperates with nationally known organizations such as the Cooperative Program for Educational Opportunity, the National Scholarship Service and Fund for Negro Students, plus its affiliate, the College Assistance Program, and the College Bound Corporation of Philadelphia, in order to contact qualified students who might have an interest in the College.

Disadvantaged students follow the regular admissions procedure. All applicants are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all candidates. They may offer scores of tests taken between March of the junior year and January of the senior year in secondary school. An interview is strongly recommended for all applicants but required of all scholarship applicants. Interviews with alumnae representatives may be arranged through the Admissions Office in the case of students living at a distance. A fee of $15.00 must accompany each application and is not refundable. However, when students are referred to the College by reputable programs, the fee is waived.

Students in need of financial aid must file a separate application. Financial aid in the form of Scholarships and loans is awarded to students on the basis of financial need and academic achievement and potential. Awards range in value from $400 to amounts covering the complete cost of tuition and residence. Two hundred dollars of each award is in the form of a loan, and some awards may consist of a loan only.

Students are advised to apply for admission and financial aid between the end of the junior year and January 1 of the senior year of high school. Applicants are notified of the decision of the Committee on Admissions and the Committee on Scholarships in April of the senior year.

Each application is evaluated on an individual basis. The Admissions policy is flexible enough to allow for unevenness of preparation in individual cases when it is clear from teachers' recommendations, the interview, or a student's testimonial that she possesses the character, tenacity and singleness of purpose to pursue a rigorous academic training. A strong high school record and evidence of outstanding personal drive can outweigh low test scores in deciding whether a student can adapt to such a program.

FRANKLIN AND MARSHALL COLLEGE

Lancaster, Pennsylvania 17604
Private; 4 year; men
M - 1650

Ronald D. Potier
Director of Admissions
717-393-3621 Ex. 214

Franklin and Marshall's commitment to compensatory education was initiated in the early nineteen sixties. This commitment took two forms:

1. The establishment of PREP (Pre-College Enrichment Program), a summer enrichment program for high risk students who had gained admission to some college, not necessarily Franklin and Marshall, for the following September.

2. Simultaneously, although not coordinated or formally related with PREP, a concerted effort by the college admissions staff to identify and attract disadvantaged students to Franklin and Marshall as degree candidates.

I. UPWARD BOUND

At its conception PREP was initiated by the College and underwritten by local churches and other interested groups and individuals and served students from a rather wide geographic area; from Brooklyn to Mississippi. Subsequently, PREP received Federal funds, and became one of 284 Upward Bound Programs throughout the nation. The program now serves students of York, Lancaster and Dauphin counties, including the cities of York and Harrisburg, Pennsylvania. Presently, Upward Bound works with the student for the three summers preceding entrance to college.

II. ADMISSIONS

Franklin and Marshall does, and will continue to, admit high risk students, but due to the relatively small size of the College, it has not been necessary to adopt a formal admissions program for disadvantaged youth. With the flexibility offered by the absence of a structured program, the College has been relatively successful in matriculating such students. Although the relative standing may be high, the College shall continue to increase both the number and percentage of such students on this campus. In lieu of a formal program, the admissions personnel have made their interest known by personal contact and correspondence to guidance counselors, concerned individuals, and placement agencies. As a result, many candidates are directed to the College by such groups as National Scholarship Service and Fund for Negro Students, Cooperative Program for Educational Opportunity, Transitional Year Program, Upward Bound, Sponsors for Educational Opportunity, and A Better Chance. In an effort to display both the attitude and success of the College in the area of compensatory education, the following statistics are cited:

1. approximately 60 negro students are enrolled at the College.

2. the new freshman class includes roughly 24 negro students, nearly all of whom are receiving financial aid from the College.

3. less than 5% of the applications received from negro students were rejected (this should not be construed as a carte blanche admissions program for black students, but it does indicate that the College is exercising a high risk admissions program).

A. Admissions Procedure

1. Application must be submitted prior to March 1 of the Senior year.
2. Tests - all candidates are required to submit the SAT of the CEEB; in addition, two achievement tests are required, English Composition and Foreign Language.
3. Interviews - strongly recommended but not absolutely required.
4. Application Fee - $10.00, may be waived upon request of Guidance Counselor or sponsoring agency.

B. Financial Aid

1. Grants-in-Aid, including EOG monies
2. Employment on campus
3. National Defense Student Loans

A candidate for assistance is automatically considered for all three forms of aid and thus it is not necessary to apply independently for each.

In order to be considered for financial assistance, the candidate is instructed to file the Parents' Confidential Statement (PCS) published by the College Scholarship Service. A separate scholarship application is not used, only the PCS.

The dollar amount of all awards is based on the financial position of the student. Presently, thirty-four percent (34%) of the student body is receiving financial assistance.

Any disadvantaged student who gains admission to the College, will be offered financial assistance to the extent of his need.

Residents of the Commonwealth of Pennsylvania are advised to take advantage of the opportunities offered by the Pennsylvania Higher Education Assistance Agency.

C. Timetable

Applications for admissions should be filed no later than March 1. Candidates for financial assistance must file the Parents' Confidential Statement no later than February 1.

Admissions announcements are mailed in March and financial aid announcements in April. Accepted candidates are instructed to forward their enrollment deposits no later than May 1 (Candidates Reply Date) in order to assure their position in the entering class.

D. Recommendations

Beyond the standard recommendation by the secondary school guidance counselor, no additional recommendation is required. It is helpful, however, to receive recommendations and comments from directors of special programs in which the candidate may be enrolled.

E. Number of Candidates (for September 1968)

Approximately fifty identifiable high risk students, both black and white, applied for admission. About ninety percent were offered admission and seventy-five percent matriculated.

F. Status

As stated previously, a "structured program" does not exist. Many high risk students, however, are advised to carry a lighter course load in their initial semesters. For these particular students, there is no limitation on the number of years they are eligible for financial aid. A student will continue to receive aid (beyond four years, if necessary) as long as he remains in the College, as there are no grade requirements to retain scholarships.

In addition to the well-staffed Guidance Center on campus, the Director of Franklin and Marshall's Upward Bound Program is on the campus year round and is of great assistance in counseling and advising high risk students.

IONA COLLEGE

715 North Avenue
New Rochelle, New York 10801
Private (Roman Catholic)
4 year; men; M - 2237

Robert J. Iannuzzo
Assistant Director of Admissions,
Director of Financial Aid
914-636-2100 Ex. 204

Iona College is embarking on a special program for culturally and economically deprived young men. We are calling this program "Project Climb" (College Level Instruction for Motivated Boys). Since this will be our first effort in a pilot program of this nature, we are limiting the number of participants to approximately twelve to fifteen boys.

The purpose of CLIMB is to offer the opportunity for higher education to young men who have demonstrated some motivation, but because of their socio-economic background and other directly related factors, would not normally be considered college material.

It is our contention that there is a native ability in each of our candidates, which can, if cultivated properly, enable the individual to blossom forth into a creative and responsible human being.

This year we are working closely with Newark Preparatory School which will be sending us eight of the program participants. These eight young men all come from Harlem area and are in a special program of remedial work at Newark Prep. The remainder of the students are coming from referrals through various community action agencies and Upward Bound Programs.

To best describe the academic and administrative aspects of CLIMB, a brief outline follows:

1. High School transcript is sent by referral agency and initial interview is arranged. Application form is submitted. The application fee is waived.

2. The candidate is interviewed by a panel consisting of two members of the Admissions Committee and one member of the counseling staff.

3. The student's performance and responses at the interview are given primary emphasis in the admissions decision while the normal academic requirements are relaxed.

4. The participants will be placed in course sections where the instructors have been made fully aware of the scholastic deficiencies involved.

5. The prospective participant, upon acceptance, is required to obtain remedial assistance in the verbal skills during the summer preceding his formal enrollment. He may do this through facilities provided at his own school or Upward Bound Program, or at Iona in a special summer program of Developmental Reading and Study Skills.

6. The course load for freshman year will be twelve credits (four courses) per semester. Students will then be permitted to attend summer school after the first year where they may take six credits (two courses) comprising the balance of their freshman year work. This method will be continued during the four years of the program only for those boys who cannot gradually be assimilated into a normal academic course load in upper class levels.

7. Weekly counseling on a one-to-one basis will be mandatory during the first year for all CLIMB students. During these counseling periods the students will advise us as to their problems. The student will be encouraged to evaluate his own academic progress as a CLIMB student in the overall program.

8. An individual tutoring schedule has been established under the Iona College Work-Study Program specifically for CLIMB students.

As in most programs of this kind which are established at private institutions the question of financial aid to the students always arises. Funds for CLIMB students are being provided by Educational Opportunity Grants, New York State Scholar Incentive Awards and a small number of Iona College Grants which are called "Martin Luther King Memorial Grants."

FAIRLEIGH DICKINSON UNIVERSITY
READING AND STUDY INSTITUTE

1301 Alps Road
Wayne, New Jersey 07470
Private; 4 year; coed
M - 3844, W - 2511

George Bainbridge
Director
201-933-5000

The Reading and Study Institute is a program for high school graduates, and some funds are provided for the disadvantaged students. Special programs for disadvantaged youth are also offered at the University--"Upward Bound" and the High School Equivalency Certificate programs. These are supported by scholarship funds. The involvement is purely local; money is donated by foundations for these programs.

The admissions requirements for the Reading and Study Institute are set up individually. The basic requirement is a high school diploma or equivalency certificate. A Committee on Admissions evaluates each student's record to make certain that the student will profit from the type of program offered. Before entering the program, the students are tested in the field of vocabulary and reading, and in many cases the applicants are interviewed.

Applications are accepted for the fall of each year. Students must attend a daytime program for a full academic year. Applications are accepted until we have reached a maximum enrollment of 150 students. A recommendation from the Guidance Counselor is part of the admission requirements.

The students in the Reading and Study Institute are not matriculated students; they are taking a pre-college course in order to improve. It is possible to acquire credits from the University if the student comes from high school without any deficiencies and is admitted to Fairleigh Dickinson University upon completion of the Institute program. To meet University requirements for admission (which is not automatic) he must have had four years of English, two years of history, one year of laboratory science, two years of language, and two years of college preparatory mathematics.

CORNELL UNIVERSITY

Ithaca, New York 14850
Private; 4 year; coed
M - 6500, W - 2500

Gloria Joseph
Director, COSEP Program

Peter C. Smith
Assistant Director of Admissions

607-254-4131

Cornell University is attempting to stimulate greater interest among minority group students who are qualified to apply to one of our undergraduate colleges. To achieve this end, we initiated four years ago an Educational Opportunities Program. The Program has grown to the extent that we now have 250 students on campus, 95 of whom were admitted this year.

The most important change from the usual selection criteria was de-emphasis of the students' SAT scores. The median scores for the group that entered in 1967 are about 175 points below the median for all freshmen who entered the College of Arts and Sciences that year. Class rank, recommendations, evidence of earnestness of purpose, and information from referral agencies were all useful guides. In each case, an attempt was made to evaluate these factors in the context of the school which the student had attended. In brief, selection was based largely on commonsense considerations. This approach seems to have worked remarkably well.

The academic achievements of the students in this program have been very satisfactory. Only three of the thirty-seven who entered in 1965, and only two of the fifty-six who entered in 1966 have been dropped for academic reasons. Even this small sample encourages the belief that the percentage of academic failures among these students will be small and probably will not exceed that of the student body as a whole. In fact, very few of the students have left Cornell for any reason. Thirty of the thirty-seven in the class of '69 and forty of the forty-six in the class of '70 are now in attendance. It is interesting to note that analysis shows no significant correlation between the students' SAT scores and their academic records at Cornell.

We believe that the competent counseling the students have enjoyed has been crucial to the success of the program. When the students arrive they find an unfamiliar and demanding environment. The immediate support and advice of sympathetic counselors is necessary to reduce the initial impact to manageable dimensions.

The counselors are concerned with the acadmic, social, and emotional adjustments of the students. Very close attention is paid to academic progress. Each student's program is evaluated carefully considering his individual needs. If it is deemed desirable, tutoring is arranged or a lighter course load is suggested. However, the students in this program are obliged to meet all the usual academic requirements. In no way are academic standards lowered or compromised.

The counseling is done by one full-time and several part-time people and represents a very small portion of the total cost of the program.

This program's basic policy has been to provide financial aid for every student who has need.

STATE UNIVERISTY OF NEW YORK
STATE UNIVERSITY COLLEGE AT BUFFALO

1300 Elmwood Avenue
Buffalo, New York 14222
Public; 4 year; coed
M - 2070, W - 3890

Robert A. Hawkes
Acting Director, SEEK Program
716-862-4224

SEEK (Search for Education, Elevation, and Knowledge) is an educational opportunity program financed by the State of New York and implemented through the State University. Its purpose is to provide a chance for high school graduates from poverty areas to be prepared, stimulated, tutored, and financially helped to get into the mainstream of college education at one of the State University units in the Buffalo area--State University College, State University of New York at Buffalo (U. B.), Erie County Technical Institute, and Niagara County Community College.

SEEK's program is especially for New York State high school graduates from identified poverty areas who would not have been admitted into college on the basis of their marks in high schools and because of lack of finances, but who nevertheless have the potential for college in terms of basic mental ability and motivation. Eligible are graduates from New York State high schools who reside in a poverty area and who have had no prior enrollment at college.

After a developmental period of approximately one year, SEEK students apply for matriculation in a regular curriculum sequence at one of the cooperating units of the State University. Here there will be nodifferentiation of SEEK students from the others. They will be students pursuing their career goals. They will be fully integrated into campus life.

Financial support, free tuition and textbooks, counseling and tutorial services follow the students through their degree if they continue to be successful in their academic performance.

For those students who do not matriculate or who are not succeeding in meeting the demands of college study and life, SEEK provides vocational counseling and guidance. It is the objective of the program to see that every student who is touched by SEEK will be better for it whether or not he completes a two or four year degree program.

One of the major objectives of the SEEK Program has been to ready students that have high potential but often with low academic achievement or poor academic preparation to become matriculated and a part of the college. Thus, one yardstick to measure the degree of success enjoyed by the SEEK Program is the number of students that are moving to fully matriculated status. A total of 51 students, before the end of the academic year 1967-68 had performed so well that they were accepted at one of the cooperating institutions. At the end of the academic year 1967-68 there were a total of 249 students enrolled in the program (188 full-time and 61 part-time). All of the 188 full-time students applied for matriculation in the State University system. Of the 188 students that applied, 55% or 102 students were accepted as full-time college students, effective September, 1968.

Along with free tuition and waiver of application fees, the Equal Opportunity Fund provides for the issuance of free textbooks to SEEK students. The lack of finances is a principal reason for people who come from low income families not going to college. Thus the SEEK Program should provide textbooks which are a basic tool for all college students.

Poor home environments very often cause SEEK students to have profound psychological, sociological and emotional problems. Experience has shown that about one-sixth of the students required housing on campus. In order that the student put forth maximum effort, the SEEK Program provides room and board as needed.

To help the student "feel good" about college life, we have found that modest personal financial assistance is in order. This money is used by the student to buy cigarettes, get hair cuts, get clothes cleaned, etc. It is difficult to devise a system for dispensing these funds since the specific needs vary from individual to individual. The average stipend per month is estimated at about $70 per individual.

Experience has shown that many SEEK students have profound social and psychological problems as they move from the rather limited experiences of the ghetto environment to the atmosphere of a college community. The close, personal relationship which exists between SEEK students and their advisors has helped to bridge the gap. In 1969-70, while the student - advisor ratio will be held constant at 40 - 1, we will provide a more elaborate service by having financial aid counselors and admissions counselors who will be responsible for financial support and matriculation. Thus the remaining advisors will be free to help the students to become more aware of their potential and capabilities, to become more aware of what society expects of them, and how to function best on these terms.

Our experience during the past 2 years has helped us to make adjustments in our curriculum pattern. Our 1969-70 budget takes this into account with the institution of a 5 level program. In this program, 2 levels are designed to provide remedial help and introduce methods of learning in college (i.e. lecture, seminar, note-taking). These 2 levels (Pre-Bac I and Pre-Bac II) differ only in that Pre-Bac II takes the student one step farther by introducing various general concepts that the student needs to know in a particular discipline throughout college. The 3 credit levels, regular college SEEK-Type (which presents college level material in such a way that our students can absorb it) and Intensive (which provides a challenge for the exceptional student) have been designed to meet the needs of our unique student body.

UNIVERSITY OF MARYLAND

College Park, Maryland 20742
Public; 4 year; coed
M - 19,791, W - 12,066

G. Fisher
Director of Office of Intermediate Registration
301-454-2733

A special program for 30 students who have completed the "Upward Bound" program is being inaugurated by the University in the fall of 1968. The students will be drawn from (in order of priority) the "Upward Bound" program at the University of Maryland, other "Upward Bound" programs within the State, and out-of-state "Upward Bound" programs.

Regular admissions requirements for the students have been waived. The applications are being screened by "Upward Bound" personnel, and only those students judged to have a fair chance of success are being recommended for admission. The admissions office will accept the judgment of the "Upward Bound" director and his staff.

The students will receive support from Federal grants, matching aid from the University, and Work-Study. All of the students will be eligible for maximum aid which should be sufficient to cover the cost of all tuition and other fees, and room and board.

Students will be registered in the Office of Intermediate Registration (OIR) and will be regular full-time students. Registration in OIR will be administratively advantageous since the students will be able to receive special advisement and tutoring through that office.

Students will be retained for as long as two years without the requirement to meet minimum academic standards. To achieve junior standing, the students will be expected to achieve the same grade point average required of students at that level.

MORAVIAN COLLEGE

Main Street
Bethlehem, Pennsylvania 18018
Private; 4 year; coed
M - 700, W - 500

John T. McKeown
Director of Admissions
215-865-0741

Moravian College participates in the program of Economic Opportunity Grants. The college will continue applications for increased E.O.G. assistance in meeting the needs of disadvantaged young people. The residents of Pennsylvania are eligible for scholarship aid from the Pennsylvania Higher Education Assistance Agency. In the Lehigh Valley, some disadvantaged young people receive aid from special scholarship funds which are based in this area for this specific purpose. Moravian also contributes from the financial aid resources of the institution to these students.

Each disadvantaged young person who wishes to apply to Moravian will be treated as an individual. It is preferred that every applicant take the Scholastic Aptitude Tests and the Achievement Tests in English, Math and a foreign Language. If the applicant is unable to complete these exams, this should not cause him to be hesitant in applying. A personal interview is strongly urged to enable the student to see the campus first-hand and to have the opportunity of discussing his educational plans with a member of the Office of Admissions. The application fee at Moravian College is $10 and all who are interested should complete the application form. Application for residence is welcomed.

Financial aid at the college is based upon need as determined in the PCS form of the CSS and the Office of Financial Aid of Moravian College. All inquiries about financial aid should be sent to the Director of Freshman Financial Aid.

Applications for admission should reach the college as early as possible during the applicant's senior year. If the application is completed by January 31, the applicant will receive notification by the end of March.

The Committee on Admissions would greatly appreciate and very carefully evaluate any pertinent recommendations for an applicant. However, special recommendations are not required. The regular admissions application requests three personal recommendations.

There will be five high-risk students in the pilot program at Moravian next year. This number is in addition to may other disadvantaged students enrolled under regular admissions. In this special program, the institution is offering educational opportunities to young people whose backgrounds are greatly deprived.

The student at Moravian will be a fully matriculated degree candidate. It will be possible for him to elect some other special status. The length of the program leading to a degree is to be determined in each individual case.

MOLLOY COLLEGE

1000 Hempstead Avenue
Rockville Centre, New York 11570
Private (Roman Catholic)
4 year; women; W - 700

Sister Maryaline Zierle
Director of Admissions
516-678-5000

Our program to assist the disadvantaged student is currently most informal and is directed to the individual student who may be directed to this institution. Each case is handled separately. Financial aid is available in the individual situation. Although no outside funds are available other than New York State Scholar Incentive and the individual scholarships the student may receive, the College attempts to aid students as far as possible.

Application fees are not necessary; admission requirements are waived according to the individual case; pre-freshman courses are offered with no tuition charge.

Usually upon recommendation of a guidance counselor, a student is interviewed and a program planned. We expect these students to take from 4 1/2 to 5 years to complete their degrees. The students are considered matriculated students and their status changes as they acquire credits.

LAFAYETTE COLLEGE

Easton, Pennsylvania 18042
Private; 4 year; men
M - 1850

Charles E. Staples
Associate Director of Admissions
215-253-6281

Lafayette College makes adjustments in its admissions standards to compensate for educational or cultural deficiencies of disadvantaged applicants. Applicants are expected to complete the formal application, to take the College Board Scholastic Aptitude Tests, and to submit three Achievement Test scores if possible. They are encouraged to visit the campus for a personal interview. The application fee will be waived in instances where this would cause an economic hardship.

Disadvantaged applicants are not expected necessarily to meet the normal criteria for admission. However, there should be sufficient evidence of academic ability to indicate that the student has a good chance of completing graduation requirements at Lafayette. More often than not, those disadvantaged applicants who are offered admission are students whose test scores are considerably below class medians, but who have demonstrated a high degree of motivation and successful application to their academic work.

Financial aid funds are allocated specifically for disadvantaged students, in an amount enabling the College to assist ten to twelve severely deprived students entering each freshman class. There is a possibility that additional funds may be secured in the near future. The only application required for financial aid at Lafayette is the Parents' Confidential Statement of the College Scholarship Service. This should be in our hands by March 1, which is also the deadline for the admissions application.

It is desirable, though not required, to submit applications for both admission and financial aid by the completion of the first semester of the senior year in secondary school. Lafayette's admissions decisions are made on a rolling basis, beginning in late January and continuing through April 15. Decisions are made as soon as possible after applications become complete. Students are not expected to commit themselves to enroll at Lafayette until May 1, the common candidate's reply date.

Lafayette does not yet have a formal, structured program for disadvantaged students. Instead, compensations are made on an individual basis for any shortcomings in the student's preparation for Lafayette. On occasion, students are granted light course loads, and in all cases where indicated they are required to take a special reading and study course offered by the College. In addition, each disadvantaged student receives intensive counseling and tutorial help where necessary. Presently in the planning stage is a pre-college program which hopefully will get under way in the summer of 1969, and which will assist disadvantaged students in making the transition to college.

Normally, students admitted under the special criteria granted to disadvantaged students have made normal progress toward the degree, working toward completion of requirements within the usual four-year period. Some have required summer courses or an extra year. In about four-fifths of the cases, the first year's work has been below the class average, but nevertheless passing. After that, steady improvement has generally been the rule. Since our program is not formally structured, detailed statistics on its effectiveness have not been compiled, but the generalizations mentioned above can be supported.

2

YESHIVA UNIVERSITY

Amsterdam Avenue and 186th Street
New York, New York 10033
Private; 4 year; coed
M - 2250, W - 887

Nathan Stillman
Chairman, Department of
Curriculum and Instruction
212-255-5600

For the past six years the Ferkauf Graduate School of Yeshiva University (originally known as the Graduate School of Education) has conducted Project Beacon which includes a large number of activities relating to teaching the disadvantaged and preparing teachers for the disadvantaged. In this way it has had direct contact with many Negro and Puerto Rican groups, and some students were attracted to the School's regular graduate degree programs.

During the academic year 1964-65 the Ferkauf Graduate School carried out a project funded by the Manpower Development Office of the United States Department of Labor in cooperation with the New York State Employment Service and the National Urban League. Under this project 100 Negroes and other minority group members who had been qualified by education for a teaching license in New York State but who had failed an examination for teaching in the New York City school system because of written or verbal deficiencies, were prepared to pass the examination. While these students were not registered officially in the Ferkauf Graduate School, the staff of the School was involved in this post-college teacher preparation program.

As an outcome of this demonstration project, the New York City Board of Education initiated Operation Reclaim with the cooperation of Ferkauf Graduate School and three other institutions in the New York area. The participants here were Negroes who had been displaced from their positions in the South due to desegregation activities and who were being prepared for teaching or para-professional positions in the public schools of New York and neighboring communities.

In the academic year 1966-67, Operation Reclaim was continued and the New York City Board of Education initiated Operation Prima for Puerto Ricans who needed additional educational assistance in order to become teachers or fill other school personnel positions in the New York City school system. Students took course work at Ferkauf Graduate School under scholarships funded by the New York State Education Department.

In 1966-67 and again in 1967-68 the Ferkauf Graduate School was the recipient of 15 fellowships under the Higher Education Act, Title V, Part C, Pre-Service Program. These fellowships were awarded to prepare teachers to work with disadvantaged children. Fellowship applications were elicited from all over the country and a large proportion of the students in both groups were Negroes.

DREXEL INSTITUTE OF TECHNOLOGY

32nd and Chestnut Streets
Philadelphia, Pennsylvania 19104
Private; 4 year; coed
M - 4460, W - 1040

T. Edwards Townsley
Dean of Admissions
215-387-2400

At the present time, Drexel has no formal program directed to the disadvantaged. However, our regular admissions and financial aid schedules are sufficiently flexible to permit adjustments in individual cases. For the past twelve years we have been admitting and providing financial aid for individuals from disadvantaged backgrounds. These cases have been decided on individual bases with allowances being made for the individual who has not tested well and for the underachiever. A specialized program in Developmental Reading is available to this group of students as well as to others who might benefit from it. Tutoring may be arranged through the Dean of Freshmen, who supervises the Freshman Advisory Program.

All applicants for admission are required to submit the usual application form and to support the application with the results of the required College Board Examinations. The application fee may be waived by the Dean of Admissions if payment would create undue hardship. However, the applicant, his high school counselor, or the referring agency should request that the fee be waived. The applicant for financial assistance should indicate in item 17 of the application that he wishes to be considered for financial aid and the Parents' Confidential Statement must be submitted to the College Scholarship Service by February 1.

The undergraduate Evening College, which offers only degree courses, provides review courses in English and mathematics as well as a program in Developmental Reading for individuals who are interested in pursuing a part-time program but are deficient in these academic areas. Students normally schedule six to nine hours' work per term in the evening program which is of at least eight years' duration.

It is anticipated that a committee will be appointed to study the possibilities of a formal program directed to the disadvantaged. There have been several suggestions for such a program. The College of Business Administration has plans to initiate an experimental program for the 1968-69 school year. This program is scheduled to involve six Negro students of the high risk category who would not normally be considered favorably for admission and six other students who have met the academic requirements for admission. This experimental program will help the student to "confront" himself in at least the three following areas of personal involvement:

1. His relationship to others
2. His relationship to the academic world
3. His relationship to the world of work

The program is designed to include sensitivity training and limited psychiatric and psychological counseling. A variety of techniques including testing, counseling, and group consultation will be used to identify and diagnose each individual's strengths and weaknesses. Students will be encouraged to share resources and additional resources will be provided so that weaknesses in any of the areas of activity are dealt with promptly.

WASHINGTON COLLEGE

Chestertown, Maryland 21620
Private; 4 year; coed
M - 315, W - 290

Harold Gray
Director of Admissions
301-778-2800 Ex. 226

Washington College does not presently have a formal program for the disadvantaged, nor does it seem likely that one will be instituted in the near future. Both by reason of size and financial resources, it seems more likely the College will continue with and expand its individual-student policy in this area. Within the financial resources available, the College is actively seeking disadvantaged students who, after special counseling and curriculum planning during the first two years, have a reasonable chance of becoming regular students thereafter. The College is not equipped, nor does it think it wise in our particular circumstances, to accept students who will not eventually be able to handle the standard program.

The College has not yet been engaged in this effort long enough to make an assessment of its success, but we are sufficiently concerned about the problem and committed to our very limited program to attempt further strengthening and enlargement.

WESTMINSTER CHOIR COLLEGE

Hamilton Avenue
Princeton, New Jersey 08540
Private; 4 year; coed
M - 150, W - 210

Edgar C. Thomas, Jr.
Assistant to the President
609-921-7100

Our program is financed with the following combination of funds:

- Federal Educational Opportunity Grants
- New Jersey Educational Opportunity Fund - scholarship and remedial program grants
- College Scholarships - the amount of the maximum college scholarship grant has been moved from $500 to $1200 to allow us more latitude in this work
- Foundation support - The college has been in contact with foundations to prompt their support of this program.

We have suspended our normal entrance requirements for disadvantaged students. We now rely on evaluations of their musical and academic potential. We have revised our basic musicianship test, a basic entrance requirement, to better measure potential and to credit theoretical achievement less. We have not requested any registration fee of these students and hope to fully fund the first year for these students, exclusive of any loan. We intend to find ways in which we can continue to fully fund these students for their entire college career.

The College intends to enroll 5 students in this classification from New Jersey during the next academic year. We will also enroll at least three students in this classification from other states.

No time requirement has been set for program completion. Students will be permitted to audit courses until they feel they are ready to take them for credit. Full credit will be given for all courses taken. Disadvantaged students have been offered free enrollment in our summer music workshops for secondary and post-secondary school students.

STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGE DELHI

Delhi, New York 13753
Public; 2 year; coed
M - 900, W - 600

Donald J. Donato
Director of Admissions
607-746-4246

Earl W. MacArthur
Director of Continuing Education
607-746-4151

PRE-COLLEGE DEVELOPMENTAL PROGRAM

This program is intended to provide developmental studies, on a full-time basis, for high school graduates who desire admission to college, but lack adequate credentials for admission. Emphasis is on study skills, reading development, English, math and science. The individual student is enrolled for one, two or three academic quarters, depending upon his deficiencies.

A major purpose of the program is the retrieval of talent among the many young people whose indifferent performance in high school creates a bar to continuing their formal preparation for life. This program was initiated at Delhi in the Fall of 1967.

Eligibility is determined by the Admissions Office. Recommendation by a student's high school counselor and/or principal is essential. The student should apply to one of the college's degree programs using the State University application procedures and attach a letter signifying his interest in the pre-college program.

A student admissible to the pre-college program will be invited for a pre-admission interview to discuss his program and raise any questions he may have concerning the college. Shortly after the interview he will receive a formal letter of admission to the pre-college program and will need to return a $50 pre-admission deposit.

Students admitted to the program will undertake work in four non-degree courses and upon satisfactory completion of all courses shall be admitted to a degree program. A student can take a minimum of one term or up to a full year to satisfactorily complete the following courses:

Developmental Reading and Study Skills
Developmental English
Preparatory Mathematics
Preparatory Chemistry, Preparatory Physics or Preparatory Biology

Each course meets once per day, five days per week. In addition to the formal instruction in the courses, each pre-college student will have a professional counselor available to him on an intensive basis.

The pre-college student's course load is equivalent to that of a full time student. Estimates for basic college expenses range from $1800 to $2000 per year for New York State residents, from $2000 to $2200 per year for out-of-state residents.

New York State provides assistance in meeting certain administrative costs of the program and the College, this past summer, provided total support for 15% (this aid was restricted to commuting students) of the registrants. New York State provided a full tuition waiver or supplement for an additional 15% and a one half tuition reduction for the balance.

The number of candidates involved in the initial year was 50; 60 in 1968-69; an estimated 70-75 in 1969-70. Of the original 50, 15 have been matriculated and it is expected that with experience the percentage may climb to as high as 50% of the registrants.

HOLY FAMILY COLLEGE

Grant and Frankford Avenues
Philadelphia, Pennsylvania 19114
Private (Roman Catholic)
4 year; women; W - 807

Sister Margaret Mary
Director of Admissions
215-637-7700

Because of the small size of our college, and because of the lack of substantial scholarship funds, only a limited number of disadvantaged students can be considered.

For those students we were able to consider, we have done the following: Regular application papers have been forwarded to the student (application fee is waived). Upon receipt of completed application forms, the admissions committee evaluates the credentials. If the academic record is wanting, summer courses at our college prior to the year of enrollment are advised. Tuition for these courses is waived. If the student successfully passes the summer courses, she is then admitted with a lighter academic load (12 credits). Some financial aid for the year is then agreed upon for each student.

It is much too early to determine the effectiveness of this type program. To date, our Admissions Committee has directed the program.

EDINBORO STATE COLLEGE

Edinboro, Pennsylvania 16412
Public; 4 year; coed
M - 2400, W - 2600

Harold Umbarger, Jr.
Director of Admissions
814-732-3301

We have no defined program in operation at this time for the disadvantaged student. Such applications are identified for this college by the high school counselors and dealt with on an individual basis in regard to both admission and financial aid. Responsibility for identifying the disadvantaged student rests with the high school counselor.

THE CATHOLIC UNIVERSITY OF AMERICA

Washington, D.C. 20017
Private (Roman Catholic)
4 year; coed; M - 2909, W - 1563

Raymond J. Steimel
Dean of Admissions
202-529-6000 Ex. 847

Because of limitations imposed by necessarily high tuition at a private institution, and traditionally high admissions standards, the involvement of The Catholic University of America in formal programs directed to the disadvantaged student has been somewhat limited. However, planning for additional programs is under way.

The University is participating in an educational program for migrant workers, funded by the Office of Economic Opportunity, in which 50 students are enrolled at all times. The duration of enrollment for a given participant depends on individual circumstances.

The University has agreed to accept a number of students who applied for admission to the new Federal City College in the District of Columbia and were not accepted because of the large number of applicants. However, such students who are accepted here will have to meet the standard requirements for undergraduate admission.

A large number of unrestricted scholarships based on need have always been available to members of minority groups who qualify academically; all scholarships are unrestricted as to race, with the exception of a few specifically earmarked for Negro Catholic students or for foreign students. Every effort is being made to award scholarships to disadvantaged students when possible.

Planning to expand existing programs is moving forward, but plans for the implementation of new programs are presently at an early stage.

NEWARK COLLEGE OF ENGINEERING

323 High Street
Newark, New Jersey 07102
Public; 4 year; coed
M - 2730, W - 33

L. Bryce Anderson
Dean of Engineering
201-546-5133

As a publicly-supported urban institution, Newark College of Engineering is particularly aware of its responsibility to serve the surrounding disadvantaged community. Starting in the summer of 1968 Newark College of Engineering began a Second Chance program of remedial help for the educationally disadvantaged who reside in Newark. The purpose of our Second Chance program is to annually attract and subsequently enroll in the college between twelve and twenty students whose aptitude and achievement in high school would not normally qualify them for admission. During its first year the program is being supported by the college, private agencies, and by the U. S. Office of Education under its Educational Opportunity Grants program.

The college initiates steps to identify these students by asking the counseling staffs of all the Newark, New Jersey, high schools to nominate students. Special forms distributed by the Director of Guidance Services of Newark schools are returned to her after completion. The forms stress subjective data and encourage classroom teachers as well as guidance counselors to contribute. The deadline for submitting these forms will probably continue to be approximately March 30th. Selection is based on personal interviews, recommendations, and intuitive judgments. While testing will be conducted for research purposes, none will be used as a screening device for admission. Students selected for the program shall be those who have potential for successful college work, but whose level of achievement and/or motivation would seem to preclude their acceptance and success in a college of university.

The selected students begin their studies in a special ten-week summer session. In addition to special emphasis in mathematics, physics, and English, the summer program will have a strong guidance component. As an integral part of the program special field trips to engineering facilities will be conducted, and discussions and seminars will be held with members of the engineering and scientific community. In the latter, a special attempt will be made to involve scientists and engineers (some of whom have graduated from N. C. E.) whose own backgrounds were similar to those of the educationally disadvantaged.

Those students who successfully complete the summer program will enroll in the fall semester and take approximately 4/5ths of the normal academic load. Each will be supported by an E. O. G. grant-in-aid and a matching amount from the college. Each will be assigned a carefully selected faculty counselor, and individual tutoring will be provided where needed. The students will be assigned to regular sections of all classes and will be encouraged to participate in all phases of college life. Newark College of Engineering recognizes that special consideration will be required in policies of academic standing during the student's first two years.

Following the summer program, all those who have successfully completed the first year will complete the remaining course work of the freshman year. Those who experience difficulty in the first year will take make-up work to correct any deficiencies. Students who complete the entire freshman year in a satisfactory manner will be permitted to enroll for the full sophomore year, if they so desire. The other students will continue to enroll for 4/5ths of the normal academic load.

As in the freshman year, the faculty adviser will continue to work closely with each student and provide tutoring when needed. Students will continue to be supported by the E. O. G. program.

Beyond the sophomore year the academic program will be tailored to suit the individual student's requirements. Some may catch up to the regular junior class; others may require five years to complete the regular undergraduate program.

We recognize that all students who begin the summer program may not choose to enter the full-time day program in the fall. Some may prefer our part-time evening engineering and technology programs. In this event the college will assist students in finding appropriate industrial positions.

Our program, as it currently exists, is designed for Newark residents only. It is felt that it will remain relatively constant in size and therefore will not necessitate our recruiting beyond the City of Newark in the near future.

ROSEMONT COLLEGE

Rosemont, Pennsylvania 19010
Private (Roman Catholic)
4 year; women; W - 700

Sister Luella Wall
Academic Dean

Sister Mary Peter Froelicher
Director of Admissions

215-527-0200

Rosemont College is planning a summer "prep" program for 1969 to help college-bound students from disadvantaged areas fill in certain gaps in their educational backgrounds. The following weaknesses must be overcome by students if they are to be successful in a liberal arts college:

-verbal techniques, both written and oral.
-foreign language arts.
-experimental laboratory science.

A new air conditioned building will provide facilities. The college is seeking information on federal and private grants for the program and is studying means of recruiting these students in the 11th and 12th grade, both boys and girls. A group of about 50 is possible.

UPSALA COLLEGE

East Orange, New Jersey 07017
Private; 4 year; coed
M - 678, W - 651

Jefferson Wiggins
Community Programs Coordinator
201-672-5300 Ex. 821

Upsala College's program, designed to meet the needs of the disadvantaged, commenced on July 22, 1968, with a total of 16 students.

To help us off-set the cost of maintaining these students we are availing ourselves of funds under the provisions of the New Jersey Educational Opportunity Funds Act (E. O. F.), The Educational Opportunity Grant (E. O. G.) on the Federal level, and some college funds.

In admitting students to this program, we have not always been guided by traditional admissions procedures. Students are located, identified, and recruited from low socio-economic backgrounds and are victims of educational poverty. The search for students of genuine capacity is made through personal contacts and recommendations. Committees were formed from staff members, city and state programs for the disadvantaged, social workers, clergymen, community leaders (including black power advocates), teachers, counselors, faculty and students - especially members of the college Black Student Organization.

We located, identified, and recruited two types of students. The first is the student with a weak high school record who may remain academically marginal in college, but who does have the ability to graduate and to benefit greatly from the experience and the degree alike.

The second is the student with an equally spotty record, but who is expected to become an outstanding college student once he has been introduced into a more favorable social, educational and cultural environment.

Students are asked to take SAT examinations, but scores obtained do not constitute an important part of the criteria for selection. We need such scores, however, to measure the academic success of students in the program compared with students who have qualified under regular admissions procedures. Personal interviews with prospective students are an important part of the selection process.

Applications for the program should be made in the very beginning of the senior year. In the case of students already graduated – as early as possible to allow ample time for processing and selection before the beginning of the second summer session. Students selected for the program are notified through normal college channels. The full program plans to admit 25 students each year.

Students in the program will fulfill all the general degree requirements of their major departments, and the degree granted to those who complete the program will in no way differ from the degree received by other students. They will participate in the regular college programs, and be enrolled, except in the first summer session, in courses open to all students.

What is special for those students in the program are provisions for (1) a particular section of the freshman English course, (2) an intensive program of tutorial services and counseling, (3) great emphasis on individualized instruction, and (4) the slower pace and somewhat unusual order in which the requirements are fulfilled. The freshman English course, which will focus on communication skills, and a specially arranged non-credit program in reading and study skills, to be conducted by Readwell, will be taken during a six-week summer session before the freshman year. Counseling and tutorial services are under the supervision of the program Director and are handled by faculty members and students of high ability. Students in the program live on campus and are encouraged and expected to participate fully in campus life.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT CORTLAND

Cortland, New York 13045
Public; 4 year; coed
M - 1437, W - 2667

Alan D. Willsey
Coordinator, Project Opportunity
607-753-4809

Project Opportunity was established at Cortland during the 1967–68 academic year as a program designed to assist high school students into college and to give them a realistic chance of succeeding within the academic community.

This program admits students who have academic potential despite a background of economic, educational, and social deprivation, and particularly, those students who have been victimized by ethnic discrimination. These students will not be expected to meet normal college admissions requirements, but they must have earned a high school or equivalency diploma.

Students are referred into the program by high school guidance counselors, high school teachers, community agencies, and other special programs, such as Upward Bound and SEEK. Each applicant is asked to provide three to five letters of recommendation from these sources. Every effort will be made to hold interviews with prospective students.

The primary area served by this program is Upstate New York. For the academic year 1968-69, 30 students have been accepted out of 101 applicants. Complete financial support will be offered the students in Project Opportunity. A small part of this support will come from the students through NSDL and/or college employment. A financial package will be made out on an individual basis. Summer and vacation work will also be available where each student can earn money and be involved in meaningful work. This could be in such areas as his academic department, data processing, Head Start, etc.

Each student accepted into the program will be required to attend a compensatory program given the summer before fall entrance. This summer session will be concerned with reading skills, specific academic areas, and workshops dealing with art, creative writing, and drama. A work experience will also be provided for the student. Financial arrangements for the summer will be taken care of by the program.

The academic sphere of the program will be continued into the regular college school year. This will consist of individualized tutoring in course areas and additional work in language skills. Students will not be required to carry full college course loads and five years are alloted for the student to complete degree requirements.

Counseling by a professional person is also available to the student. This will enable the student to devise a realistic program of college study based on individual needs and interests.

MUHLENBURG COLLEGE

Allentown, Pennsylvania 18104
Private; 4 year; coed
M - 850, W - 450

George A. Lee
Director,
Educational Opportunities Program
215-433-3191

We are at present engaged in a program of high risk admission. Federal funds of $800.00 per student are available on a scholarship basis to help offset tuition costs. In addition, we are attempting to secure state funds on a work-grant basis.

The College has worked carefully with personnel at Temple and HARCAP in New York City to secure applications for college admission. These people have in turn given special Muhlenberg College application forms either directly to needy students or to guidance counsellors in high schools. Thirty-five applications were received back from students. In addition to standard information, the students were required to write a paragraph in their own words explaining why they wished to enroll in college. Each of these students was later interviewed by Muhlenberg College admissions staff people and faculty who are now involved in the summer program for the students. Students were selected on the basis of high motivation to enter college as demonstrated on the application and in the interview, completion of a number of college preparatory courses (though the applicant need not have a full program in this regard), a fairly high score in the SAT's (in the 400 range), and standing in the

the upper half of his graduating class. In addition, the applicants were all selected from city schools in New York and Philadelphia on the theory that these were areas of high need. A deadline for submission of the applications was set and applications received past this point were not considered. A steering committee for the program finally considered all the applicants and accepted six of the candidates.

All of the accepted students are receiving the same financial package. This includes a comprehensive fee of $1750.00, a residence fee of $400.00 and a fee for meals of $525.00. In addition, each student receives a grant of $300.00 to cover books, supplies and incidentals. This is a total of $2975.00. Student employment is available to the students which would give an additional $200.00 to $300.00. Separate application is needed for student employment; the work is on an hourly rate basis.

The candidates were required to list references with addresses. In some cases the sponsor of the student (HARCAP, Temple University, guidance counsellors) included recommendations. In most cases the College wrote the referants for the recommendations.

The students are classified as full-time Muhlenberg students. They receive regular course credit. However, they have received permission from the College to carry fewer than four regular courses in a given semester, substituting for them remedial courses for which no credit is given. They will be given longer periods than the usual four years. The upward limit has yet to be worked out.

The College has just completed a summer program of remedial and diagnostic work with the students who will be coming in during the fall. It is too early to measure the effectiveness of this program. At this point most of us are very humble about our ability to correct a backlog of poor education on the high school and grade school level. I believe we have communicated to the students just how difficult college work will be. Some of them, I believe, will be up to the challenge. With others, we hope, over time, to correct the impact of the past.

RUTGERS - THE STATE UNIVERSITY
RUTGERS IN NEWARK

53 Washington Street
Newark, New Jersey 07102
Public; 4 year; coed
MW - 3000

Robert K. Swab
Director of Admissions
201-621-1766

Rutgers in Newark is currently engaged in active recruitment of underprivileged applicants. Those active in this area include the admissions staff, the faculty, student organizations, and special publications. We have also been fortunate enough to have various community groups in several nearby cities vigorously seeking prospective students.

Rutgers in Newark has the Federal and State Economic Opportunity Grants along with private scholarship funds and University and federal loan funds to assist our students in meeting their financial needs. The general admission requirements are 16 college preparatory units including two years of a foreign language, three years of college preparatory math, (Algebra I, II, and Geometry) (The nursing program requires a unit of biology and one of chemistry in lieu of the foreign language requirement) submission of scores from the Scholastic Aptitude Tests and a ten dollar fee to process the application. Our application forms allow an applicant to apply to more than one division of the University for one fee. An application for financial aid accompanies each admission application. A Parents' Confidential Statement must be obtained and submitted to the College Scholarship Service in Princeton, New Jersey before February 1, of the year the student expects to enroll. Applications for admission received after March 1, cannot be guaranteed full consideration. Admission is for September only.

For the term beginning September 1968, high risk students participated in a four-week college preparatory program designed to introduce them to college life and the academic disciplines. Some students were scheduled to take courses in remedial reading or math. All high risk students are matriculated and courses are given full credit. It is hoped that this program will be expanded in future years.

Interviews by admissions officers are arranged with each student to discuss his financial aid and the summer orientation program. Some students are allowed to take fewer than fifteen credit hours during the freshman year to allow for adjustment to and success in the total college program. Hopes are high, but the program is yet to be evaluated.

COMMUNITY COLLEGE OF BALTIMORE

2901 Liberty Heights Avenue
Baltimore, Maryland 21215
Public; 2 year; coed
M - 1320, W - 866

Clarence J. Fields
Director, Upward Bound Program

Leona S. Morris
Director, 2 year Certificate Program

Joseph A. Marschner
Director, New Careers Program

301-523-2151

The Community College of Baltimore is involved in three types of programs concerning high risk admissions:

1. Admission of Upward Bound Program graduates
2. Special One-Year Certificate Programs
3. "New Careers" Program

In the Upward Bound and the New Careers areas federal funding and special direction have been established. The Certificate Program is wholly administered by the College. In the Upward Bound Program students are admitted through the regular admissions procedures, but they have already had the benefit of at least two years and two summers while in high school of special tutoring in the basic skills of English, reading, and study techniques. These students then enter the regular programs either on probation or as regularly admitted students. Students in the Certificate Programs are not normally eligible for the degree program at all, for they show marked weaknesses, particularly in English and reading skills. The Certificate Program is designed to remedy these weaknesses with special courses and at the same time to provide specific training for available professions in various governmental agencies. Graduates of this program normally take civil service examinations successfully. See catalog, pages 82 and 83. New Careers is a special adjunct to the College with specialized courses related both to on-th-job and specialized training. It works closely with the Concentrated Employment Program of the Baltimore Community Action Agency. Students enrolled in this program who have completed high school or have the equivalency certificate are admitted to special college level courses on a trial basis. After successful completion of such courses, they may continue, usually in Evening Division, toward upgrading or actual degrees. In all of these programs, some college level work is accomplished with credit earned, too. The curriculum in each instance is designed to insure employment by two stages toward the possibility of completing the full two year program.

Some of the students in this program are able to finance themselves, but the majority need assistance which comes from the three-pronged approach --EOG, NDEA, and the College Work-Study. Most students receive the threefold package.

In the first Certificate Program class of 70 who entered, 38 completed, 15 successfully passed civil service, 12 are coming into the College in the fall for the full two-year program, some of the others are returning to complete certificate requirements, and only 7 were completely unsuccessful. We will have our first Upward Bound Program students this fall, and we just began work this summer with the New Careers students.

ACADEMY OF AERONAUTICS

La Guardia Airport
Flushing, New York 11371
Private; 2 year; men
M - 1650

George W. Brush
Executive Dean
212-429-6600

While the Academy of Aeronautics does not offer a formal program directed to the disadvantaged student, the financial aid office has developed a variety of loan programs which appear to meet virtually all of the needs of the students applying for admission.

The student recruitment includes high school visitations in a number of New York City schools located in depressed areas. Applicants who are considered to be disadvantaged academically, are offered a pre-technology program and a flexible schedule of classes to enable them to strengthen their preparation and proceed at a pace in keeping with their needs.

An important contribution is the evening school in which a student with limited financial resources may schedule his education at a very modest investment per trimester. The pace of evening classes, furthermore, offers an advantage to the student whose high school preparation may be below standard.

The Executive Dean is responsible for the development of procedures which can be of assistance to the disadvantaged student.

RUTGERS - THE STATE UNIVERSITY
RUTGERS COLLEGE

New Brunswick, New Jersey 08903
Public; 4 year; men
M - 6,000

Scott K. Randolph
Assistant to the
Director of Admissions
201-247-1766

During the past ten years, while the number of high school graduates has increased sharply in New Jersey, the availability of additional spaces at the full-time men's resident college of the University, Rutgers College, has not increased proportionately. As a result, the competition for space has become increasingly severe, to a point where students considered admissible in 1958 are not generally being admitted in 1968.

Admissions decisions are still based upon tested criteria, including high school performance (subjects carried, rank-in-class, trend in grades, etc.), Scholastic Aptitude Test scores, recommendations and other data relating to the interests, activities and responsibilities of the applicant.

Such a process of increased competition for space has led us to recognize and attempt to assist applicants, who while qualified, become "risk" candidates within the competition at Rutgers College. We have, therefore, applied and modified the criteria above in such a way as to afford compensatory consideration to the student who might be disadvantaged educationally or economically by offering admission along with supportive efforts (educational and financial) so that he might compete successfully at Rutgers. The degree of competition at Rutgers College can be shown by the chart below:

For September 1967

# of Applicants	# of Admits	# of Spaces	Average Rank-in-class	Average Verbal	Average Math
7504	3841	1725	13/100	550	605

In identifying such risk applicants, we have employed three different recruiting and identification devices.

The first involved the development of our own "Five, Ten, Fifteen High School Committee." The birth of this Committee goes back to 1965 and is the result of one of several suggestions presented by a specially appointed Committee of the University President's and the Faculty's own human rights group. The recommendation urged immediate steps to intensify all effort to increase the number of qualified Negro and other minority students on campus. Recognizing that to improve upon the past efforts would necessitate strengthening of academic and motivational interest at the secondary school level, the Rutgers group identified five New Jersey high schools. Each school was asked to provide three faculty members to work with three of Rutgers-Douglass college faculty with an admissions officer acting as liaison between high school and college. Each team was to aim, in an unstructured manner, at finding ways to identify and encourage disadvantaged youngsters to pursue post high school training.

Some of those students thus identified were encouraged to consider Rutgers, and the Committee's insights on the prospective applications were forwarded to the admissions office along with the supporttive material in the regular application. In the ensuing years, this program has been expanded from five, to ten, to fifteen high schools; and the fruits of the first and second year Committees' work with sophomore and juniors has been felt in the number of applicants this past year.

The second device for identifying the risk candidate involves independent identification among the freshman applicants of those students outside of the five, ten, and fifteen high schools who might also qualify as socially, educationally, and economically deprived. This is done primarily by admissions officers in their daily work with the secondary schools.

The third device used was to work closely and actively with existing outside organizations which had already identified needy students and were beginning to give them support. These groups include Upward Bound, Princeton Cooperative Schools Program, National Scholarship Service Fund for Negro Students, and other agencies which have been developing through the years.

To support those students, once they were admitted, several steps were taken to:

1. insure their proper identification.
2. provide financial counseling and support.
3. provide academic counseling and support.

Interviews by admissions officers were arranged with each admitted student to discuss his financial aid package, to answer questions about the coming year, to serve as a final check on the identification process, and to provide an opportunity to explain and offer an invitation to our summer orientation program. The summer program is designed to lessen the shock of adjustment of these students to our institution, as well as to provide strengthening in study skills and in reading.

Financial support was achieved for these youngsters by packaging all forms of aid available so that the total need of each student was met. An Economic Opportunity Grant along with a New Jersey State Scholarship many times formed the base for other monies which included Rutgers Scholarship Funds, Federal Loans, Work-Study Employment and Community Scholarship.

Our financial aid package in 1968 will hopefully include monies from the New Jersey Equal Opportunity Fund for individual financial aid, and additional support for our summer program. Until now, support has been limited in length and numbers because of the limited monies the University itself has been able to provide for the summer programs.

Sympathetic academic advisors were assigned to these youngsters and in some cases a lightened load was recommended for the first semester.

Reports on the success of these students who began their careers here at Rutgers in 1966 and 1967 are becoming available and indications are that they are competing successfully with an academic attrition rate comparable with that of their entire class. This is indeed low, being below 10%.

Ongoing study of the success of our summer program was also begun both through the recorded reactions and suggestions of the students who attended the program, and through an in-depth study by members of the participating Reading Clinic of the Graduate School of Education.

Obviously much has yet to be done in this area of the disadvantaged or "risk" student, but a substantial foundation has been laid over the past several years. Of course, Rutgers College is only one division of the State University, and it represents only one approach in a diversified attack throughout the University's divisions and colleges.

ST. FRANCIS COLLEGE

Loretto, Pennsylvania 15940	James J. Harvey
Private (Roman Catholic)	Director of Admissions
4 year; coed; M - 950, W - 600	814-472-7000

At the present time at Saint Francis, the only well-defined program aimed at the disadvantaged student is the Upward Bound Program.

In the past year, realizing the desperate need of the disadvantaged student for access to higher education, an attempt was made, primarily on an individual basis, to accommodate this need. By mail, we contacted every Upward Bound Office program and every Talent Search program and informed the directors of the programs of our interest in their students and willingness to help.

The results of this mail effort were really quite astonishing and several applicants applied, were accepted and received sufficient financial aid to allow them to enroll this Fall. Our admissions requirements and financial aid were stretched to the limit in the case of those students whom we thought had a decent chance of survival.

We have not allocated any specific funds toward the disadvantaged student; nor do we offer the type of remedial work that many of these students will require. However, these problems are now being studied.

CHATHAM COLLEGE

Woodland Road	Peggy Donaldson
Pittsburgh, Pennsylvania 15232	Director of Admissions
Private; 4 year; women	412-441-8200 Ex. 206
W - 650	

Chatham College participates in programs for the disadvantaged in a qualified sense since we have several "disadvantaged" students enrolled at the college, although the college has not designated a policy or program per se. The students are receiving in almost every case complete financial support in the form of Chatham grants, Educational Opportunity Grants, guaranteed year-round work through the Federal Work-Study Program, and National Defense Student Loans or, on occasion, Chatham College Loans. In some instances, these aids are supplemented by outside awards such as state scholarships. The procedure for applying for financial assistance is the same as it is for all other students seeking aid, i.e., apply for admission, complete the Chatham application for financial aid, and submit a Parents' Confidential Statement of the College Scholarship Service.

In keeping with the regular admissions policy, applications for admission and financial aid should be filed by March 1. Applicants are notified of their admission and financial aid status in the same letter early in April. Candidates for Early Decision Admission apply no later than November 1. Decisions (admission and aid) are made by December 1.

On those few occasions when special requests are made by recommending agencies, the application fee ($20.00) is waived.

In those cases in which the members of the Committee on Admission or other faculty deem it advisable, counseling may lead to a reduced program or some other kind of special assistance for the individual. Chatham has no "program" in the sense that special remedial work, extra summers of special study, or special track programs are offered. The help offered is individualized. The members of Mortar Board tutor all students, including the "disadvantaged", who may need additional academic support. The students pursue the same studies as other students. However, concessions are made by allowing extra time to accomplish a full program when recommended. In an institution as small as Chatham, the number of such a group of students is too small to report any great body of experience or to justify a special curricular program.

While the full set of College Boards (Scholastic Aptitude Test and three Achievement Tests) is required, more attention is focused on performance in high school and recommendations from teachers and counselors. It is not expected, nor does it generally happen, that the results of the current standardized tests measure up to scores of the other candidates for admission. Tests are not usually reliable predictors. The several students enrolled at Chatham since 1962 have been followed up and they, with very few exceptions, have succeeded at Chatham.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

Vestal Parkway East
Binghamton, New York 13901
Public; 4 year; coed
M - 1403, W - 1210

John E. Benson
Associate Director of
Academic Advising
607-798-2603

In 1966, it was decided that SUNY Binghamton should begin actively to seek out students from economically and culturally deprived environments. All members of the Admissions staff were instructed to advise guidance counselors in the course of their visits to high schools that the normal qualitative admission requirements would be waived for such students if the counselors would identify them and would recommend them as students whom they felt could be successful at SUNY Binghamton, if given an opportunity.

In addition, members of the Admissions staff visited certain high schools, particularly in New York City, which were known to have large numbers of students from minority groups. The Admissions Office also worked closely with NSSFNS and ASPIRA, as well as some Upward Bound programs and certain other organizations. These practices have been continued each year since.

Further, SUNY Binghamton is in its third year of conducting an Upward Bound program on its campus. The students in that program will be high school seniors in 1968-69 and it is expected that some of them will enroll in the institution as freshmen in September 1969.

Most, although not all, of the special students accepted are seen by some member of the Admissions staff during the high school visitation program. However, the greatest factor in the admissions decision is the recommendation of the high school counselor. It is felt, on the other hand, that a minimum of a total score of 800 on the SAT or a comparable score on the New York State Regents' Scholarship Examination must be required.

The usual State University of New York application forms are employed. However, all counselors are advised that they must identify the applicant as disadvantaged if special consideration is to be given. The Board of Trustees of the State University has approved the waiver of the $5.00 application fee for applicants from Upward Bound or SEEK programs and consideration is being given to the possibility of certain additional such waivers.

As a relatively new and public institution, SUNY Binghamton has very limited funds of its own available for financial assistance. The few scholarships it can grant are awarded on the basis of academic achievement and financial need. For that reason, none of those funds are available to high risk students.

On the other hand, the institution is, of course, in the Regents' Scholarship and Scholar Incentive Award programs of New York State. In addition, it participates in the National Defense Student Loan, the Educational Opportunity Grant, and the College Work-Study programs of the federal government.

By the use of these various state and federal programs, SUNY Binghamton has been able to build financial packages for the disadvantaged students to whom it has offered admission. Despite the fact that it has no funds of its own for that purpose, it does have the advantage of having a relatively low total yearly cost. All such financial packages are designed to provide the student with a total annual budget of $2000, which is sufficient to cover all costs, including transportation and money for incidental expenses. Any contributions which the College Scholarship Service advises that the parents or the student can make are, of course, included in the package.

The only application that any student is required to make for financial aid is the Parents' Confidential Statement of the CSS. Each such Statement is reviewed by the Admissions Office and if the parental contribution is sufficiently low as to make the student eligible for an Educational Opportunity Grant, information concerning all of the state and federal programs is sent to him and he is invited to indicate those aids in which he is interested. This is done whether or not the student is a high risk admission. The same procedure is employed if the parental contribution is less than $1000 but too high for eligibility for an EOG, except that the student is advised that he is not eligible for that program.

SUNY Binghamton practices "rolling" admissions and the first notices of acceptance or rejection are mailed in late January. All notices of financial aid are mailed out well before the May 1 deadline by which the student must make a non-refundable $50 deposit. Certain arrangements relative to that deposit can be made for disadvantaged students.

Seven such students entered in September 1966, twenty-six more in September 1967 and twenty-one in September 1968. Others were offered admission but did not choose to accept.

Most of those students are requested to undertake one less course than the normal program in their first semester and many are counselled to do so in some subsequent terms. Tutorial services are provided and one member of the counselling staff spends most of his time with these students. During the first four semesters, they may elect the pass-fail option for as many of their courses as they wish as late as during the last week before final examinations. Funds are now being sought to finance a pre-matriculation summer session and an expansion of the tutorial and counselling services. The expectation is that by the end of four semesters these students will no longer be in need of special treatment. However, it is not expected that all of them will be able to complete the degree program in eight semesters.

The program is still much too new to make any meaningful evaluation. In general, it can be said that some of the students are performing well academically while others, understandably, are experiencing difficulties. Increased effort is being made by SUNY Binghamton to assist the latter group in their difficult period of adjustment.

KEUKA COLLEGE

Keuka Park, New York 14478
Private; 4 year; women
W - 817

William F. Bomhoff
Director of Admissions
315-536-4411

Economic Opportunity Grant and college funds are available to all applicants. We are a member of the College Bound Corporation of New York City and cooperate with agencies, schools, and community services which assist disadvantaged students.

We have recognized that the disadvantaged student cannot be measured by the traditional yardsticks of admissions so we rely heavily on secondary school achievement and anecdotal information on achievements, talents, and personal characteristics. Recommendations through Upward Bound programs are particularly useful.

No separate application for financial aid is required. Whereas we do require the Parents' Confidental Statement, we occasionally allow it sent directly to us to alleviate cost for the student. Where the PCS is unobtainable, we try to use a PCS from a guardian or person assuming responsibility for the student. At present, we are restricted to scholarship limits of $1000 per year and work opportunity of $400 (rarely granted in full amount to disadvantaged students). However, through the use of state and federal funds, we have given financial aid packages as high as $2950 on a cost total of $2754. We do waive the application fee and will also waive the advance deposit of $150 if student aid exceeds $2600.

The timing of application and notification is the same for all candidates.

We will have approximately eighteen students entering this fall for the first time with Economic Opportunity Grants. There were twenty-four last year. We will almost double our Negro population next year from 9 to 17.

The student is integrated into our regular program of studies which does provide large amounts of counseling assistance.

MERCER COUNTY COMMUNITY COLLEGE

101 West State Street
Trenton, New Jersey 08608
Public; 2 year; coed
M - 802, W - 311

John J. Connolly
Assistant to the President
Director of Community and
Extension Services
609-396-9241

A preparatory program is geared to the culturally disadvantaged student for the duration of one year and consists of a core of remedial and preparatory courses designed to raise the student's level of reading and prepare him in basic subjects. Credit is given but is not applicable to a degree. Students are accepted on a full-time matriculated basis.

Admission requirements vary with curriculum choice. SAT scores are used for placement. An interview is not required for admission. Upon acceptance, students are assigned a faculty advisor and counselor and are given a battery of tests and counseled in course selection. Special recommendations are required in the waiver of application fee.

Financial aid applications are accepted until June 30. Notification is made in August. Financial aid is available in the maximum amount of $1,000 awarded singly or in combination of the following sources:

New Jersey State Scholarship Program
National Defense Student Loan Fund
Federal Work - Study Program
Nursing Student Loan Program
New Jersey Guaranteed Loan Program

There are approximately 100 students involved in the preparatory program.

HOFSTRA UNIVERSITY

1000 Fulton Avenue
Hempstead, New York 11550
Private; 4 year; coed
M - 3071, W - 2254

David L. Gould
Assistant to the Director of
Admissions
516-560-3491

NOAH (New Opportunities at Hofstra) is a program designed to help young people from culturally and economically restricting backgrounds to obtain a college education, to develop a strong sense of personal value, and to identify with those who achieve successfully in American society.

For the past four years, Hofstra University has been working to find ways of providing opportunities for these young people with ability whose unfortunate backgrounds would ordinarily exclude them from success in the American educational system. In fact, the students admitted to the NOAH program would not ordinarily qualify for college work.

In 1964 Hofstra established the NOAH program to seek out potentially talented and motivated youth from among high school underachievers who otherwise could not have been admitted to Hofstra; to provide them with an opportunity, and help, for college education without lowering the academic standards; to help them achieve success in our educational system and in our society. The basic purposes of NOAH are:

1. To identify young people with great potential for educational career development among those not now admissable to Hofstra University.
2. To provide means for the admission of such students to the University without lowering the academic standards required for completion of studies.
3. To discover and implement ways of preparing students of low academic achievement (as measured by conventional means) to succeed in the college atmosphere.
4. To provide financial security for each of these students during the period of matriculation or until such time as the student has proven that he can assume partial responsibility for his financial support without jeopardizing his academic achievement.

Each year there will be admitted to Hofstra University a number of students in multiples of 15, depending upon the financial resources available. Selection procedures have been developed to cull from the lists of those making application. Students are judged on the basis of their high school records, College Board scores, personal recommendations and a personal interview. Fifty will be placed among the semifinalists from which the multiples of 15 will be invited to begin the summer program.

Each NOAH student is supported through a special summer program of five to seven weeks where all undergo intensive group and individual sessions in reading, writing, ways of thinking, typing and seminars. Though skill work is deemed important, it is subordinated to the seminars which are intended to explore the relationships between concepts of self, and success in college, cross-cultural interaction and the realities of living in modern society.

Intensive counseling and contact with selected faculty members are also part of the summer session program. There are also broadening and enriching experiences gained through visits to local dramatic, operatic, and musical performances and exhibits.

Following the summer program, the NOAH student moves into regular classes with other Hofstra University freshmen. He may elect any of the schools of the University but the nature of advisement insures that he not attempt a program for which he may not be prepared. In most cases students are encouraged to take modified programs but there is no attempt to scale down standards. Where further remedial work is needed, Hofstra University provides remedial courses in reading and writing. Some NOAH students are scheduled for these courses.

In addition to the regular college freshman program, lightened usually by one course, new NOAH students continue their seminar for the first semester. This seminar is assimilated into the freshman seminar program conducted by the Office of the Dean of Students. The seminar leader, however, is chosen specifically for qualifications necessary for working with NOAH students.

To date, 30% of the total NOAH population has withdrawn from the program, either for academic underachievement or for personal reasons. A 30% attrition is not considered high in view of the fact that at admission NOAH students are at best "marginal" students.

The selection procedures now include a requirement for outstanding performance in some area of life.

We do not require that this be academic achievement; without rationalizing away the need for some basic preparation for success in college, there is an attempt made to find an area where the candidates have experienced the feeling of successful achievement.

We do not rely on standard test scores; much more weight is given to recommendations of qualified high school counselors, social agencies, and the admissions office interview where the excitement of a young person's total character is identified and his commitment evaluated.

The cost per student at Hofstra University comes to $3,500 a year. The cost to the NOAH program varies with each individual student. The variables are: financial status of his family, distance between home and campus, awards and stipends from government or other sources when available. Some are classified at the poverty level and are therefore entitled to OEO grants, and some are entitled to veteran's benefits. Therefore, each student must have an especially designed financial program.

Students interested in NOAH should apply and have their records forwarded by March 1. All candidates will receive a decision from the Admissions Office by April 1. It is also essential that all applicants file the Parents' Confidential Statement of Finances and meet for an interview with an admissions representative before March 15.

SAINT JOSEPH COLLEGE

Emmitsburg, Maryland 21727
Private (Roman Catholic)
4 year; women; W - 650

Sister Marie Therese
Director of Admissions
301-447-3111

Involvement in programs for the deprived thus far has been indirect, in that we are making our policies and resources known to Talent Search projects, to Upward Bound sponsors and students, by participation in the National Scholarship Service and Fund for Negro Students and through visits of the Director of Admissions and Admissions Counselor to the individual schools.

Admissions requirements for the deprived have been liberalized, and if it is deemed necessary, the applicant will be given a lighter course load than usual and be permitted to extend her education through five years. The College Board SAT is required, but allowance is made for lower than normal scores. The interview, except for the Nursing Department, is not required, but an effort is made to meet the student in or near her area of residence for the purpose of counseling and to satisfy any questions that she might have. Application and room reservation fees are waived when deemed necessary.

Specific and detailed recommendations are asked of the Guidance Counselor who is personally acquainted with the applicant, and other personal recommendations are sought.

A separate application from that for admission into the college is necessary for financial aid. Types of aid available to the deprived students are College scholarships and tuition remission; Educational Opportunity Grants; NDEA or Nursing Student Loans; and Work-Study jobs. The amount of aid available covers entire college costs, including the student's personal and incidental expenses, when such need is evident. The College Scholarship Service PCS is required.

While the applications for admittance and for financial aid are expected by dates outlined in our policies, exceptions are made where circumstances warrant and when sufficient financial aid would still be available to the applicant.

The College at present does not have special remedial courses for the deprived student, but there is a Reading and Study Skills Laboratory on campus to which they are referred. There the students are taught how to make use of the equipment, and individual assistance is available to those who need personal guidance. Both the Academic Dean and the Dean of Students take a personal interest in each student, especially the deprived, and work closely with them in all phases of their life on the College campus.

The number of candidates to Saint Joseph College of the truly deprived group is minimal to date. Those whom we have now have experienced little or no difficulty socially, academically, or financially. However, our current students in the deprived class are not so-called academic risks.

ST. LAWRENCE UNIVERSITY

Canton, New York 13617
Private; 4 year; coed
M - 1050, W - 800

Peter E. Van de Water
Director of Admissions
315-386-4551 Ex. 201

At present, St. Lawrence University does not offer a "program" as such for the disadvantaged student. However, the President has appointed a representative campus committee for the purpose of reviewing the history of disadvantaged students at the University and recommending needed programs for the future.

St. Lawrence is private, co-educational, and very selective in its admissions process (2700 applicants for 600 places; SAT's average 600; 65% rank in top 1/5). Disadvantaged students admitted to date have been expected to survive in this kind of competitive situation without aid of remedial programs. Thus, only those who have had a reasonable chance of success have been admitted. In September, 1967, ten American Negroes were enrolled; in September, 1968, nine will be enrolled. The University hopes to increase the number of Negroes enrolled in the future, although much will depend upon the "programs" recommended and implemented by the Committee on Disadvantaged Students.

The majority of presently enrolled Negroes have been offered substantial scholarships by the University; the average award has been $1,500 per year. In addition, the Financial Aid Office administers the Educational Opportunity Grant program, the National Defense Student Loan program, and the College Work-Study program. St. Lawrence has agreed to accept and sponsor five qualified disadvantaged students per year from the New York College Bound Program.

Every American Negro student planning to enroll at St. Lawrence converses with an Admissions officer, either on campus or in the home, concerning all aspects of the campus environment, with special emphasis on the black student's role on the predominantly white campus.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT GENESEO

Geneseo, New York 11454
Public; 4 year; coed
M - 1081, W - 1865

Spencer J. Roemer
Director of Admissions
716-245-5571

PROJECT: OPPORTUNITY UNLIMITED

The State University College at Geneseo, to diversify the student body and thus enrich it and to promote a talent search among the many untapped sources of educational potential, proposes that the admissions office select fifteen students for the academic year 1968-69 who do not meet the normal criteria that must be met by the traditionally admitted student.

A committee will contact resource agencies state-wide in the major areas of urban and rural poverty. They will search for students identified through "Upward Bound", Neighborhood Youth Corps, National Scholarship Fund for Negro Students, ASPIRA, community agencies and similar organizations.

Rather than academic achievement, the Committee will rely heavily upon the recommendations of the secondary school - the administration, the counselor, the faculty - who see the potential not yet recognized through scholastic attainment. They will examine standardized tests such as SAT, RSE, IQ, National Merit Scholarship Qualifying Test, and others.

The program will be adapted to the individual needs of the student within the broad framework of the common core required of all students (Speech, Writing, Humanities - 2 courses, Fine Arts - 2 courses, Social Science - 2 courses, Natural Sciences - 1 full year laboratory science). It will be a lighter than normal load - twelve hours plus Physical Education - for at least the first year.

The students may be limited in extra-curricular activities for the first semester. A review of each case at the conclusion of the term will be made to assess the need for continuation of a limited schedule or to allow full participation.

The Counseling Office will assist in the initial evaluation of the participants in the disadvantaged program. A structured interview will be conducted to assess the student's verbal facility, communication skills, and current level of motivation for the program. The personal assistance and counseling provided for each student by the Counseling Office will be individualized as much as possible, taking into full consideration the different level of development and the varying growth rates of the individual students which will be evaluated throughout the student's enrollment at Geneseo.

The Cattrell Fair Aptitude Test will be given to secure an understanding of the student's potential to do college work. This instrument was selected in view of the test's ability to measure aptitude without being overly influenced by cultural factors in the student's background. In addition, an attempt will be made to identify other variables which could be used to contribute to the final evaluation of the program. The Allport Vernon Study Habits and Attitudes will be administered in a test - retest basis to determine possible changes in the participating student's personality structure. Modification of testing instruments may be made as experience and evaluation in development of the program may deem necessary.

The Counseling Office will also be called upon to assist in the academic advisement of the students in the Opportunity Unlimited Project.

The program will concentrate upon individual help, and assistance through group counseling. An advisor (residence hall director) will be selected to structure the individualized program for each student. The background of each student will be examined to determine possible causes for the student's lack of motivation and consequential academic underachievement. This information should provide clues to assist in the creation of an individualized approach to assist each student. Personal attention and assistance will be extended to each student in light of his individual needs. Emphasis will be placed on attempting to develop in the student a desire to succeed in college.

A concurrent group program will be run to develop individual pride in the Opportunity Unlimited Project. Small group discussions will be utilized to familiarize each student with existing facilities and services. Additional areas of concern would include remedial work in reading speed and comprehension, note taking, use of the library, outlining, writing skills, etc.

The State University Board of Trustees has agreed to waive the admissions application fee for students enrolled in "Upward Bound" and in the State University "Equality of Opportunity Fund" programs.

The local Admissions Office has agreed to waive the deposit fee of $50.00 for tuition and/ or $25 for room. The Faculty-Student Association has agreed to waive cost of board and books.

The Student Senate has agreed to waive the Student Voluntary Assessment fee so that the student may be allowed to participate in all activities and events sponsored by the Student Association.

The Financial Aids Office will determine the maximum financial aid available under current State and Federal legislation. If necessary limited work will be allowed as long as study time is not affected. Summer employment may be provided in the summer prior to college attendance. When feasible, summer courses and part-time work will be coordinated at the college.

Evaluation of each student's progress will be made through mid-semester and semester grades for three semesters. Standardized tests, such as the SAT, Iowa Tests of Educational Development etc., may be used to measure individual growth and achievement. Reports on the progress of the individuals will be issued periodically. At the end of the year, the program will be revised and strengthened based on the experience and recommendations of the students and personnel involved.

KEYSTONE JUNIOR COLLEGE

LaPlume, Pennsylvania 18440
Private; 2 year; coed
M- 423, W - 297

William G. Gicking
Director of Admissions
717-945-5141 Ex. 16

Keystone Junior College is presently engaged in an experimental program designed to investigate some of the problems of the disadvantaged student. We are currently running a pilot program involving three students with disadvantaged backgrounds. The program is supported entirely by the college.

The program is designed to give us the necessary information needed to submit an application for an Upward Bound Program for the 1969-70 academic year.

Keystone Junior College currently invites applications from disadvantaged students and is in a position to fully support a limited number of disadvantaged students.

NIAGARA COUNTY COMMUNITY COLLEGE

430 Buffalo Avenue
Niagara Falls, New York 14303
Public; 2 year; coed
M - 1086, W - 543

Ronald J. Mirabelli
Director of Admissions
716-285-5235

SEEK (Search for Education, Elevation, and Knowledge) is the Equal Opportunity Fund Program financed by the State of New York and implemented through the State University. Its purpose is to provide a chance for high school graduates from poverty neighborhoods to be prepared, stimulated, tutored, and financially helped to get into the mainstream of college education at one of the State University units in the Buffalo area - State University College, State University of New York at Buffalo (U.B.), Erie County Technical Institute, Niagara County Community College.

SEEK's program is especially for those high school graduates from identified poverty areas who would not have been admitted into college on the basis of their marks in high school or because of lack of finances but who nevertheless have the potential for college in terms of basic mental ability and motivation. Eligible are graduates from a New York State secondary school within the last ten years who reside in a poverty area and who have had no prior enrollment in college.

SEEK students are nominated generally by community organizations, by local legislators, public agencies or by the students themselves. A close working relationship with the community agencies working within the inner city is maintained throughout the program.

Each SEEK student wishing admission will follow the usual procedures for admission. In all cases careful consideration will be given to all information submitted by high school counselors and by the personnel responsible for the SEEK program. Assuming a decision that the applicant is admissable, he will enroll in the regular program. In the event that he is not granted admission, a student would be allowed to enroll in a summer session program and upon satisfactory completion of a normal summer term with a normal load (as determined by the director of admissions) his application would again be reviewed.

MESSIAH COLLEGE

Grantham, Pennsylvania 17027
Private (Brethren in Christ)
4 year; coed; M - 240, W - 240

Paul L. Snyder
Director of Admissions
717-766-2511 Ex. 40

Our regular admissions and financial aid schedules are flexible enough for us to make adjustments in individual cases. In some cases the application fee is waived. The financial need is met with a package of E.O.G., N.D.S.L., and Work-Study.

MARYWOOD COLLEGE

2300 Adams Avenue
Scranton, Pennsylvania 18509
Private (Roman Catholic)
4 year; women; W - 1584

Sister M. Jogues, I. H. M.
Director of Admissions
717-343-6521

Marywood College provides special instructional opportunities, counseling, and financial aid to assist in the admission and adjustment of high risk and/or disadvantaged students on a non-discriminatory basis.

If the evaluation of her admissions data reveals that the student has a poor academic record but yet possesses potential for college work and has also received a strong recommendation from her high school, an interview with her is requested. Provided that either financial need or cultural deprivation is her main problem, the college accepts her under a Modified Program of Studies. This program permits the student to take her first semester of college work at a slower pace than the regularly enrolled student in order to overcome her preparation gaps.

Students begin studying under the Modified Program in the summer session prior to the fall entrance date. Carefully selected instructors conduct two classes carrying three credits each in English and history or mathematics. In the fall term students who have successfully completed the summer program may matriculate with a limited schedule of ten credits. In most cases a full class load is permitted for the second semester.

To further insure the success of these students a special admissions counselor offers individual counseling and follows the progress of each student closely at least to the end of her freshman year. If the student does good quality work at the end of the first year, she continues on a normal schedule of classes and the college guidance personnel takes over unless special requests are made for other adjustments. Approximately thirty-five girls or ten percent of the freshman class have been admitted under this plan each year since 1965; eighty to ninety percent continue working towards a degree.

The financial aid policies of the college are sufficiently flexible to meet the individual student's needs. Eligibility for financial aid is determined by the college's financial aid application and the Parents' Confidential Statement of the College Scholarship Service. The college's application fees may be waived for economically handicapped students.

Federal Educational Opportunity Grants, National Defense Student Loans, and Work-Study jobs are available to eligible students. State scholarships and Guaranteed Loans often form part of the packaged aid awarded. In addition, Marywood offers financial aid from its own funds in the forms of academic scholarships, talent scholarships, on-campus jobs, and tuition waivers.

Since such a high percentage of students enrolled under the modified plan continue working towards a degree, Marywood College considers the program an effective means of sharing her resources with disadvantaged young Americans.

FULTON-MONTGOMERY COMMUNITY COLLEGE

7 West Montgomery Street
Johnstown, New York 12095
Public; 2 year; coed
M - 588, W - 260

Andrew V. DeMarco
Director of Financial and Career Planning
518-862-4561

Fulton-Montgomery's program for the disadvantaged can be viewed on the basis of four aspects of our program:

1. Admission Policy - We offer an opportunity to any high school graduate based on our awareness of the problems these students have in overcoming their disadvantaged backgrounds.

2. Financial Aid Program - Of particular significance in this area is our involvement in the Educational Opportunity Grant Program. As part of our obligation we have attempted to recruit students from disadvantaged backgrounds and make this money available, as part of a total financial aid package, so as to enable them to finance the cost of their education.

3. Post Admissions and Pre-Enrollment Counseling and Testing Program - The stress in our testing program is on helping the student identify his strengths and weaknesses at a particular time. We do not feel that any of these are fixed conditions but we think it is important that he have an accurate analysis of where he stands at a particular time. Our counseling program, which is closely related to the testing program, places the burden of the decision about curriculum and course choice on the student. Too often the disadvantaged student has felt, often rightly so, that the system makes the decisions for him, and he has no control over his own destiny. Thus we place the responsibility for decision making clearly on the student, although we feel that it is our responsibility to give him as much information as possible. This approach precludes his making anyone but himself responsible for his decisions and thus in a real sense forces him to develop a commitment to his decision rather than "their decisions."

4. General Education Program - The three preceding aspects of our program for the disadvantaged would be no more than promises if we could not offer the disadvantaged student realistic curriculum opportunities. There are three aspects to the learning problems which confront the disadvantaged student.

    a. Weakness in the basic skills which are required for success in academic study.
    b. Problems of attitude, aspirations, motivation, self-concept and eductional and vocational goals.
    c. Environment and living conditions.

    In our General Education Program we are attempting to deal with a and b, but have yet to deal effectively with c. The General Education Program is broadly structured so as to give a student a number of experiences.

a. He is placed in a group counseling situation where he is given an opportunity to explore his own aspirations and goals, and hopefully obtain an improved and more realistic self-concept. He may also be helped to overcome some of his negative attitudes towards the academic situation.
b. On the basis of test results, which indicate the areas in which he needs further, specific academic development, he is placed in a series of remedial courses.
c. He is given an opportunity to take some exploratory courses, to help stimulate his interest in a particular academic area.
d. This curriculum attempts to remove the threat of failing or passing by converting the grading system to P or F. The basis in most of the courses for the passing grade is the student's willingness to try, not any pre-set level of achievement. This approach was adopted because many disadvantaged students have a long hard pull to reach typically accepted levels of success and their previous experiences have conditioned them to failure. Our hope is to convince them that by trying they can learn something and achieve success.
e. We have developed the program as a one year certificate program in order to give the student an opportunity to achieve a goal, but we are candid with him about the limitations and values of this particular goal.

The major disadvantage of the General Education is that it does not have immediate employment potential. In order to make up for this deficiency the second semester is spent in a group counseling situation which focuses on educational vocational goals, in the hope that we can help the student who may now have selected a more realistic course of action. We also offer students the opportunity of enrolling in one of the college's other programs partially during their first semester in General Education and after that, they have the option of either partial or complete enrollment in another curriculum. At the completion of the program the student is helped to enroll in one of the college's other programs, enroll at another institution or enter the labor market. The General Education is presently in its first semester of operation and it is much too early to indicate its degree of success or failure. We are also concerned about the lack of research evaluating the effectiveness of the program, but anticipate having better defined the program, the development of a research design. Another weakness is the absence of courses in the sciences and social sciences with practical citizenship application.

FINCH COLLEGE

52 East 78th Street
New York, New York 10021
Private; 4 year; women
W - 420

Sara Arthur
Director of Admissions
212-288-8450 Ex. 19

In the spring of 1968, the Scholarship Committee initiated a new financial aid program which offers full tuition grants-in-aid to economically disadvantaged students in the metropolitan area.

There is no deadline date for applications for this award, as Finch College operates on a rolling admissions policy. It is suggested, however, that the interested candidate apply no later than February of her senior year.

In considering a candidate for this award, a number of factors are examined. Of prime importance is whether or not the candidate meets our admissions requirements. It should be noted here that this award is peculiar to our financial aid program in that all other grants-in-aid and scholarships are offered to those candidates who possess stronger records than required by our general admission requirements.

A candidate's application is reviewed on an individual basis. Recommendations from guidance counselors and secondary school officials, grades, college board scores, rank in class, and a personal interview are all carefully considered. In some cases, the candidate is requested to take the Wechsler Adult Intelligence Scale test, an oral intelligence test, in order to give us another indication of her capabilities. The additional testing is administered at no cost to the candidate.

We look for past achievement and future potential. We look for interest and ambition. And we look for the student's ability to maintain successful academic performance as well as her capacity to fulfill the necessary work load as stipulated in the award.

Once the candidate has been accepted for admission to Finch College, she must then file the Parents' Confidential Statement with the College Scholarship Service in Princeton, New Jersey as well as a separate scholarship form issued by Finch College. In some cases, the analysis will show that the student is able to pay part of her tuition. Other cases, however, demand the maximum amount of the award to cover the full tuition.

In return for the full tuition grant-in-aid, the student is expected to work fifteen hours a week in the college offices or the library, excluding vacation and examination periods.

As a result of the new program, we have six disadvantaged students enrolled in the college. Out of eleven applications, one student was rejected, two students were accepted elsewhere, one student is working this year and will attend Finch in 1969, and one application is still pending decision. We feel that this is a rather encouraging outcome as the award was initiated so late in the academic year.

To insure the positive academic adjustment of the student to a rigorous academic program and to a work responsibility, some students will be scheduled for a 12 point, rather than a 15 point, program. An intensive remedial reading and college skills course will further implement the program.

This award is offered to students in the metropolitan area...or to those students who can easily commute to the college. In some cases, circumstances (such as the death of a parent) necessitated that the student be considered as a resident. Under this category, we may not offer more than a full tuition grant-in-aid. By working with foundations, local groups and banks granting student loans, we were able to provide two candidates with their room, board and tuition.

This program cannot be evaluated at this early date. It is a beginning and there are still many factors to be considered and many questions to be asked and then answered. We are optimistic, however, and we do look forward to a successful and effective development of this program for both the student and the college.

ROSARY HILL COLLEGE

4380 Main Street
Buffalo, New York 14226
Private (Roman Catholic)
4 year; women; W - 1374

Office of the Academic Dean
716-839-3600 Ex. 227

Our program is presently in the planning stage; however, under the regular trial admission program, Rosary Hill College can admit disadvantaged students who desire further education and who exhibit ability to do college work.

Our plan for working with the disadvantaged would probably involve 3-5 students per year and would include:

1. Waiving some of admissions requirements, particularly in the area of standardized test results.
2. Pre-entrance testing (freshman testing program) and advising students on the practicality of their choice of major.
3. Ample financial aid for four to five years including summer session.
4. Counselors understanding the problems of the disadvantaged.
5. Remedial work especially in English-reading. Tutoring might involve college faculty or capable students under the College Work-Study Program.

CAZENOVIA COLLEGE

Cazenovia, New York 13035
Private; 2 year; women
W - 574

Robert P. Nemec
Dean of Admissions
315-655-3466

All of the available E. O. G. and work study money allocated to the college has been reserved for our "Disadvantaged" student. The admissions requirements are not firmly established but preference is given to students from states that have financial aid programs and to participants in "Upward Bound" and "Bridge" programs. Financial aid is based on need and the Parents' Confidential Statement is used.

Applicants are handled on a "rolling admissions" plan and when available money is exhausted admission is curtailed. Recommendations from High School Counselors and "Upward Bound" Directors are required. A personal campus interview is required.

Fourteen students will be enrolled in the fall of 1968. Each student will have individually designed programs to satisfy her current needs. No specific time will be required to complete her program.

HOBART AND WILLIAM SMITH COLLEGES

Geneva, New York 14456
Private; 4 year; co-ordinate
M - 1070, W - 400

Mrs. Patricia Bogart
Coordinator of Special
Admissions Projects
315-789-5500 Ex. 239

Hobart and William Smith Colleges are in the midst of planning a new program which will be designed specifically for the purpose of offering disadvantaged youths a successful and meaningful college education. As presently envisioned, it will involve a specifically designed curriculum, a deceleration in the scheduling of degree requirements, and perhaps will include an experimental group of "standard" students as well. It is hoped that this program will be ready for at least partial implementation by September 1969.

In the past we have operated no specific program, but have found our admissions and financial aid programs, as well as our 3 course - 3 term curriculum flexible enough to handle the disadvantaged. Funds from the Office of Economic Opportunity have been utilized, and NSSFNS and ASPIRA have aided our admissions officers in the identification and recruitment of such young people. Our faculty has often arranged for extensive personal as well as academic counseling, and has undertaken remedial instruction when necessary.

Application may be made without fee if the student has been identified as disadvantaged, and the deadline for filing is February 1. Application for financial aid requires only the Parents' Confidential Statement. In determining eligibility for Hobart and William Smith, we rely heavily on recommendations from the applicant's school, personal references, and on the interview, when this has been possible. Primarily we look for evidence of potential and motivation. However, since we have no organized remedial courses at present, some evidence of reading ability and the completion of a largely academic secondary school program are felt necessary. We also request that the SAT examinations be taken.

COLLEGE OF NOTRE DAME OF MARYLAND

4701 North Charles Street
Baltimore, Maryland 21210
Private (Roman Catholic)
4 year; women; W - 800

Sister Mary Agnes
Director of Admissions
301-435-0100

Our College participates in an Upward Bound Project conducted by one of the high schools in the city - Forest Park.

Notre Dame waives application fees for disadvantaged students, sends girls to visit high schools in such areas and makes a special effort to encourage visits of these students to the campus.

We have a new scholarship in 1969 - the Doctor Martin Luther King, $800 a year - open to negro girls needing substantial financial aid. A large part of our EOG and CWS funds are used in assisting such students. Supplementary grants are made from College funds. We direct our efforts chiefly toward helping commuters as there is great need for such assistance in the city of Baltimore.

GOOD COUNSEL COLLEGE

North Broadway
White Plains, New York 10603
Private (Roman Catholic)
4 year; women; W - 500

Sister Mary Charlotte
914-949-9494

Good Counsel College has been a member of the New York College Bound group since its inception, and as a member has promised to admit two disadvantaged students from that program each year after 1971. We assume that tutorial assistance in academic areas will be required, as well as financial aid. Currently, the college will offer cultural enrichment by invitations to campus activities, to a high school in a disadvantaged area in the Bronx, and cooperate in academic areas if this is requested. Financial assistance for the disadvantaged is based upon individual need, and the college has long cooperated with agencies for minority groups and foreign students. National Defense Student loans are available plus Economic Opportunity Grants. Consideration of students who are culturally or financially disadvantaged is based upon recommendation by guidance personnel or high school principal.

PATERSON STATE COLLEGE

300 Pompton Road
Wayne, New Jersey 07470
Public; 4 year; coed
M - 800, W - 2700

Richard S. Desmond
Director of Admissions
201-278-1700 Ex. 248

In the search for the educationally disadvantaged student, Paterson State is following procedures generally in effect for all admission candidates.

Candidates may apply up to February 1 of the high school senior year with notice of decision sent not later than April 15 and the candidate's reply not later than May 1. To be considered for admission the applicant must submit the completed regular application with the $10.00 fee (which may be waived in cases of financial need), the high school transcript and results of CEEB:SAT. All applicants must be recommended by the high school counselor or principal.

These data are interpreted differently for the educationally disadvantaged candidate. While no separate norms have been established, we anticipate lower test scores and lower high school achievement.

In the summer of 1968 an initial effort was made to help the disadvantaged. Twenty black students lived on campus, received instruction supplemental to their high school work. These students move into the regular freshman class as matriculated students, but under the general supervision of a counselor. Credit loads will be reduced when necessary. Program completion time, therefore, will vary with each applicant.

Financial aid is available from local, state and federal sources. Depending upon need, applicants may receive up to $1800 per college year. Aid is frequently a package involving E. O. G. or E. O. F. funds, long term loans and campus work programs.

The college is not certain of the future content and scope of this program. The firm certainty is the belief that these efforts must continue in some manner, bringing meaningful educational opportunity to more and more of the disadvantaged.

ITHACA COLLEGE

Ithaca, New York 14850
Private; 4 year; coed
M - 1505, W - 1872

John Ryan
Chairman, Committee on
Educational Opportunity
607-274-3136

In the spring of 1967 the Ithaca College Educational Opportunity Committee, composed of College faculty and staff, began its efforts to increase the enrollment of students whose socio-economic position or academic background would ordinarily prohibit their attendance at the College. During its first year of operation, the Committee has become involved in the areas of motivation and recruitment, admissions, financial aid, academic assistance, and personal counseling.

The following sources were asked to refer potential applicants to the Ithaca College Program: National Scholarship Service and Fund for Negro Students, Cooperative Program for Educational Opportunity, Aspira, Cornell University Special Education Program, Upward Bound Project Directors, School Districts with American Indian population, local schools and clergy, high schools of interested Ithaca College students. No single criterion was used in identifying potential applicants for the Program; rather varying proportions of economic, academic, and cultural disadvantages existed among those referred.

Credentials of over 100 applicants were reviewed by a special Educational Opportunity Program Admissions Committee. The Educational Opportunity Program Admissions Committee was flexible in utilizing standard performance and aptitude measures and considered these in relation to the background of the individual applicant. An effort was made to diversify this year's class in order that it might serve as an experimental group. If any generalizations can be made, motivation was considered of great importance; standardized scores were adjudged to have limited validity in comparison to the pattern of high school achievement, and it was assumed that the present Ithaca College Program is better suited to high-achievers whose academic background may be deficient in some areas than to under-achievers.

The estimated annual student budget at Ithaca College is $3675. An additional travel allowance is made for students not living in the Eastern states. Complete need has been met for students by using the following sources:

1. Federal Funds: The College participates in three federal programs for student financial aid - The National Defense Student Loan, Economic Opportunity Grant, and College Work-Study Programs. Sufficient funds from all three of these federal programs were earmarked for the Educational Opportunity Program by the College so that each student in the Program received as much from these sources as federal guidelines allow.

2. New York State Funds: Arrangements have been made with the State Education Depart-

ment so that all New York State residents in the Educational Opportunity Program are eligible for the Scholar Incentive Award by virtue of their disadvantaged status. In addition, several students qualified for the New York State Regents' Scholarship.

3. Ithaca College Funds: The College provided the equivalent of ten full tuition waivers to be divided among the students in the Educational Opportunity Program. In addition, a contingency fund of $1200 collected by a College Chaplain from local sources has been used for students who arrived on campus without cash for books and supplies, and for other unanticipated financial needs.

The academic assistance and personal counseling phase of the Educational Opportunity Program reflect the fact that this program is not a separate program which takes place on campus, but rather is a supplementary program which is designed to aid students in becoming a functioning part of the Ithaca College community. This part of the program has included the following facets:

1. Summer School - All students in the Educational Opportunity Program were offered the opportunity to attend summer school in the summer of 1967. One student chose to do so and received full financial assistance. For this student the summer's activity included part-time employment on campus, enrollment in two courses for college credit, and tutoring in those courses.

2. Schedule advising - The Educational Opportunity Program Admissions Committee considered the advisable freshmen course load for each student as his application was reviewed. Recommendations about academic backgrounds were given special advising before the Fall term registration. Approximately half of the Educational Opportunity Program students are presently taking reduced course loads.

3. Development Reading Course - Those students with SAT verbal scores substantially below the mean for the College have been enrolled in a Developmental Reading course.

4. Advising - Each student in the Program has at least one special advisor. In most cases these advisors are faculty members of the Educational Opportunity Committee. In some instances more than one advisor has been assigned to increase the chances that the student will be in contact with a staff member to whom he can express personal as well as academic difficulties. The advisors were supplied with profiles of the students and have met together to discuss common concerns.

5. Tutoring - Tutoring arrangements are made as necessary. Ithaca College faculty and students, and staff of the Ithaca Neighborhood College (a volunteer community project) have been serving as tutors.

6. Informal Counseling Arrangements - In addition to the advisor system several less formal attempts have been made to place the students in contact with staff members especially sensitive to their particular situation on the Ithaca College campus. An attempt was made to arrange the dormitory room assignments so that each Educational Opportunity Program student would have at least one other student and one interested staff member nearby. The part-time jobs for those students were set up especially for them, usually in their respective academic departments, to encourage contact with concerned faculty.

TRINITY COLLEGE

Michigan Ave. and Franklin St. N.W.
Washington, D.C. 20017
Private (Roman Catholic)
4 year; women; W - 1050

Sister Patricia Langan
Director of Admissions
202-269-2201

Trinity College has been admitting disadvantaged students to the Freshman Class since September, 1965. These girls come primarily from the District of Columbia, but there are a few from other states. They are recruited by the Admissions Office which screens their applications before sending them to the Committee on Admissions for a final decision. Guidance counsellors in the high schools very often encourage these students to apply here, and we rely heavily on the assistance and recommendations submitted by them. We would be happy to consider students from programs like Upward Bound or from other state programs with goals similar to those of Upward Bound.

As much as possible, students considered disadvantaged are expected to fulfill regular admissions requirements. The Committee on Admissions, however, interprets their high school records and the results of standardized tests more leniently than those of regular applicants. That is to say, students in this group who lack a language unit, a math unit, or whose CEEB test results do not fall within the normal range of other applicants are given special consideration provided that there is sufficient indication that they will probably succeed in the college program prescribed by Trinity College. There is usually marked evidence of academic potential as seen in their rank in class or in their above-average performance in two or more subject areas.

The students who live in the District of Columbia come for an interview and have the option of being resident or day students. The application form is the same as that used by regular applicants, but the fee is waived if necessary.

Financial aid for disadvantaged students comes from several sources. The Carnegie Foundation of New York provided a grant for the first group of nineteen admitted to the college. In addition to this grant, other funds have come from the college, private gifts, grants and loans from the United States government. Since all students receiving financial assistance are expected to help themselves in some way, employment is available on and off campus. The college assists in obtaining jobs for the students. Those who qualify receive College Work-Study salaries; others are paid from funds set aside by the college for this purpose.

All students are notified of the decision of the Committee on Admissions as soon as their records are complete. Financial aid awards are sent out by the end of March. No special recommendations are required by the college, and there is no limit to the number of disadvantaged students who can be admitted in a given year. During the academic year beginning September, 1968, there will be approximately 35 disadvantaged students enrolled in the four classes. Five will be resident; four are out-of-state students.

The first group of disadvantaged students will graduate in June, 1969. According to need, these students would be allowed five years to complete degree requirements. To date, none has chosen to use a longer period of time. They do not seem to want to be treated differently from other students by carrying a lighter course load. Some have withdrawn temporarily due to family circumstances or personal problems.

These students are given the same courses and same credits as other students. They are not grouped together as special students or singled out in any way, but faculty members are asked to be particularly watchful in order to prevent undue anxiety about courses, discouragement, and possible failure.

The "program", if it can be called one, is very flexible to allow for individual development. Our main goal is to provide a good education for students who would not ordinarily think of coming to the kind of college we operate, a Catholic liberal arts college for women. So long as we can do this for as many students possible, the "program" can be considered effective. The real evidence will manifest itself after these students graduate and begin to use their education or continue it for the service of others.

UNION COLLEGE

Schenectady, New York 12308
Private; 4 year; men
M - 1400

John Terry
Chairman, Faculty Committee
on the Disadvantaged
518-346-8751

Union College has not established a defined policy on the disadvantaged; however, positive steps are being taken in arriving at a position that will be most advantageous to the student. The consensus on campus is that we should direct our primary participation to the upstate New York area because there is a real need for this, and the Upward Bound Program on campus which draws its people from the local areas provides an opportunity for a continuing contact with the schools in the area. However, the College has been working very closely with ASPIRA and NSSFNS on referrals; in addition, it is cooperating with the New York College Bound Corporation.

We are establishing a criterion somewhat digressive from our normally highly selective requirements in evaluating the disadvantaged student for admission. Tutoring services are available, but we do not have an organized compensatory program in operation at the present time.

An applicant must take the College Board SAT's and three Achievement tests, and have been enrolled in a college preparatory course. A personal interview is required. There is an application fee of $15.00, which is waived under circumstances which would prove a hardship. The application deadline is February 1st. Announcements of acceptance are sent out early in April, and we do subscribe to the Candidate's Reply Date. There is an Early Decision program for students who qualify under this category, the acceptances sent out by December 25th. Our requirements do not call for special recommendations on applicants; however, it is most helpful in the high risk cases to have an assessment from persons who are in a position to make a significant judgment regarding a candidate's motivation, talents, strengths, etc., that wouldn't be reflected in the usual battery of objective test scores.

Financial aid is available in the form of outright scholarship grants, plus loans and/or jobs. An applicant must file the Parents' Confidential Statement of the College Scholarship Service by February 1st. Our tuition is $2100.00/year, with total costs for a resident student approximating $3600.00/year.

MANHATTANVILLE COLLEGE

Purchase, New York 10577
Private (Roman Catholic)
4 year; women; W - 1146

Robert Fine
Director, Project Share
914-946-9600

The superior student from the urban ghetto is rarely without offers of scholarship aid from colleges today. Many colleges and universities have designated special funds for talented young people from minority groups. Colleges are also providing special education for students who do not meet their minimum admission standards but who have demonstrated potential for achievement.

Little is being done, however, for students who clearly do not meet the standards for admission to any college. Yet Manhattanville believes that within this group are students whose full academic potential has not been realized because of inferior school systems and other factors common to low socio-economic areas. In the belief that it is the responsibility of institutions of higher learning to explore the feasibility of educating such students for leadership in the community, the College has embarked on Project SHARE, a five-year program for girls from the urban ghetto who are strongly motivated to seek higher education but do not qualify for admission to any accredited college. In developing Project SHARE, the College has emphasized the value of intellectual and social interchange among students from all segments of society. To meet the challenge of educating the disadvantaged student, the College has undertaken a curriculum project which may lead to new approaches to the education of all Manhattanville students.

In planning the SHARE program, the staff had several objectives. First, they wanted to provide compensatory education for students insufficiently prepared for the college experience. They have designed a program for the spring and summer terms of 1967 to help students develop basic skills and study habits, and to orient them to college life and its demands. In addition to remedial study, these students are also taking some courses for college credit.

The faculty also felt that students from middle-class backgrounds are "culturally disadvantaged" if they have missed the opportunity of knowing the cultures of minority groups; they have much to learn from girls who have faced the problems of growing up in an urban ghetto. Consequently, the twenty-seven students participating in the spring and summer compensatory program will be paired in the fall with twenty-seven girls in the freshman class who have met the regular requirements for admission. For the next two years, these teams will follow an academic program of seminars and field experience which will facilitate the exchange of ideas and growth of knowledge. In this way, the program will provide maximum social and intellectual interchange between students from different cultural backgrounds.

Finally, while evaluating the regular college curriculum with reference to the needs of girls from disadvantaged backgrounds, the faculty concluded that the academic program needs revision. The faculty decided to develop a program for these students and their teammates which would approach knowledge from an interdisciplinary viewpoint, and attempt to bridge the gap between theory and practice by providing appropriate field experience in connection with course work. The curriculum aspect of the SHARE program has become a pilot project in curriculum development which, if successful, may lead to a revised academic program for all students.

The academic program proposed for SHARE differs from the traditional curriculum in four ways. First, the faculty committees have designed interdisciplinary seminars which will present the content of regular courses but will stress their interrelationships. Second, these seminars will be supplemented by field experience designed to enable the student to learn from first-hand observation and to put her knowledge to use in practical situations. Third, there will be an emphasis on creative experience. Students will take a course in the creative arts each semester because it is felt that the arts, through the release of creative powers, are instrumental in the growth of the individual. Fourth, additional remedial work will be available for students who need improvement in basic skills.

GALLAUDET COLLEGE

Washington, D.C. 20002
Private; 4 year; coed
M - 500, W - 500

Bernard L. Greenberg
Director of Admissions
202-543-9515

Gallaudet College undergraduates are all deaf and in a sense, therefore, all disadvantaged. Approximately 80% of each incoming class is regarded as moderate to high risk and must spend the first year in a remedial, pre-college program.

All Gallaudet undergraduates are eligible for substantial financial assistance through the State Vocational Rehabilitation agency.

RUTGERS - THE STATE UNIVERSITY
COLLEGE OF SOUTH JERSEY

434 Penn Street
Camden, New Jersey 08102
Public; 4 year; coed
M - 664, W - 489

Sidney Katz
Chairman, Fifteen High School Committee
609-964-1766

College of South Jersey participates in a discrete high risk admissions program under the University-wide "Fifteen High School Program". The University has established contact with fifteen high schools throughout the state and has initiated search programs for culturally deprived students with the aim of enrolling those who show promise of success at Rutgers. (See statement of Rutgers College of Rutgers - The State University.)

The College of South Jersey is a commuter school and works specifically with two of the fifteen high schools. The College has formed a committee of faculty members, admissions personnel, and other administrators who meet regularly with the two local high schools' guidance representatives and faculty for the purpose of identifying culturally disadvantaged youngsters who show indications of an ability to do college level work at the College of South Jersey. The emphasis of the program, initially, has been upon seniors who need immediate assistance in enrolling in and financing a college program. Seniors so identified are interviewed by high school and College members of the committee to obtain detailed background information. An evaluation of the student's disadvantaged status and his chances for success at the College is required from the interviewing board before the student's application for admission is processed. Those students receiving favorable evaluations are formally admitted to the College.

With respect to the admissions standards, there are no fixed rules. In general, the College recognizes that many disadvantaged students tend to achieve test scores below the average of the College's other incoming students and is willing to admit a number of such disadvantaged students provided the school record or personal information indicates a reasonable possibility of success. Such students, once recommended by the interviewing panel, normally follow the same admissions procedures as all other students. That is, they submit applications, test scores, transcripts, etc. and pay the application fee, if possible. If the fee cannot be paid, it is not demanded and special arrangements are made for the students. The regularly established deadline for applications is not enforced for these students, and candidates are considered whenever they are brought to the College's attention and are notified of admission as soon as all of their credentials have been submitted.

Those students requiring financial assistance are required to submit a financial application and a Parents' Confidential Statement so that their need can be assessed. Both the University and the State have recently set aside special funds for the culturally disadvantaged and these are used to meet the needs of the students admitted under the program. Occasionally, monies outside those specifically set aside for this program are also used. In general, the attempt is made to provide, at least during the first several years of the college career, grants rather than loans.

During the summer prior to enrollment the students are required to attend a special program designed to improve reading speed and comprehension, study skills, note-taking techniques, writing skills, mathematical skills, and the use of reference materials. Currently, the program is three weeks in length, but it will probably be expanded in the future and will probably include juniors.

During the regular school year the students are assigned advisors who are members of the Fifteen High School Committee. The advisor sees that the students carry reduced loads during their first semester and that the students' weaknesses are not tested first. Should the student need tutoring, the advisor arranges for it through the Dean of Students' office. Each student admitted under the program is assigned an upperclassman to help the student with personal and academic problems. The student is considered a matriculated student and is earning degree credit for the courses he pursues. As he advances, he will have the option of taking heavier course loads. It is generally expected that these students will complete the program in four years.

This is the first year the college has had a sizeable effort in programs for disadvantaged students. Thirteen (13) students, of a freshman class of 330, have been admitted, with the expectation that as the College's administration of the program becomes more proficient, larger numbers may be accommodated. In addition to those students specifically admitted under the Fifteen High School Program, the College has also admitted from among its regular applicants a number of disadvantaged students with high financial need. These additional students, such as Upward Bound applicants, receive financial assistance, the option of reduced course loads, and additional counseling from advisors and upperclassmen assigned to assist them.

The College has also begun to work with high school sophomores and juniors identified as having good potential. Such students are invited to the College to spend the day, are counseled regarding subject selection in high school, and encouraged to think about a college experience. It is the intent of the College to use its currently admitted group of disadvantaged students, together with local organizations and alumni, to identify additional disadvantaged students.

As this is the first year of the program, and the class entering in September 1968 is the first group to enroll, we have not yet had the chance to determine the effectiveness of our efforts.

UNIVERSITY OF PITTSBURGH

107 Schenley Hall
Pittsburgh, Pennsylvania 15213
Private; 4 year; coed
M - 8855, W - 4587

John M. Leech
Assistant Director of Admissions
412-621-3500

The University of Pittsburgh does not, as yet, have a formal, university-wide program directed to the disadvantaged. The programs that have been developed within a particular area have been created in order to serve a particular need in that area.

At present, we are anxiously awaiting the arrival of Dr. Donald Smith, a prominent Negro educator from Illinois. Dr. Smith is slated to be our Director and Co-ordinator for Urban Affairs. We hope that he will be able to co-ordinate the existing programs within the University and initiate a program that will broaden the scope of the University in dealing with the disadvantaged.

The Admissions Office has always tried to recruit good disadvantaged students. However, this recruitment has always been on an individual basis. The only opportunity that we might have to learn of these students would be through the personal recommendation on the part of the Guidance Counselor or the Pittsburgh Board of Education. It has usually been necessary for us to use the commonly accepted criteria of a good high school rank and high scores on the Scholastic Aptitude Test. The use of this criterion has given us some excellent students but also it has reduced the number of disadvantaged students that may be eligible for admission to the University.

This year, the Admissions Office, in conjunction with the Office of the Provost, has initiated a program to aid certain disadvantaged students. This program was called Project A. The program was initially planned to accommodate approximately fifty disadvantaged youths, primarily black students from ghetto high schools within Pittsburgh. These students were to be recommended by high school guidance counselors and were to be considered primarily on the basis of their high school record and personal qualifications. We felt that the Scholastic Aptitude Test scores would probably not be the best predictor of success and, as such, we decided that these were not to be used in the admissions decision. In each of these cases, the student was required to fill out the usual freshman application but each application was marked to indicate that the student was to be considered for Project A. In certain cases, where we felt the application fee was an undue hardship, we were able to waive this fee. It is a University policy that a personal interview is not required and we felt that there was no reason to change the policy for these students. The students were usually not required to pay the matriculation fee. In some cases it was found that certain organizations such as the Negro Educational Emergency Drive (NEED) would pay this fee.

As the program has turned out, many persons and organizations such as the Teaching Corps, the Urban League, the Black Action Society, various faculty members, both black and white, and the School of Education have had many contacts within the ghetto areas and were quite willing to supply us with many names of qualified applicants.

We, of course, were not able to handle many more than the original fifty students but we are certainly planning to enlarge this program in the coming years.

The students in the Project must attend a six week session in the summer. In this six weeks they are given a course in English Composition and a course in Remedial Reading. We felt that these two courses would give them a head start for their work in the fall. Each of these courses was taught by regular faculty members. The grades were not to be included in computing an over-all grade point average.

In the fall they will take a full schedule of classes but will have tutorial services readily available. They will also have a special advisor assigned to them. The professors have been advised that these students are members of Project A but have been left to their own discretion as how to handle these students.

The Project A Program has been funded to last two years for the initial group of students. We have just recently been given a grant by the Ford Foundation to aid in the administration of this program.

As it stands now, it will be possible for us to finance completely the majority of the students. Our financial awards are usually based entirely upon need, but in certain cases, we felt that it may be necessary to supply financial aid even though a great need may not be indicated. In many cases the students were given housing even though the students were within commuter distance. We feel that an opportunity to be removed from the ghetto surroundings may be beneficial to the student.
In conclusion, I would like to outline briefly the programs that have been initiated so far and attempt to sum up our feelings as to the effectiveness of the program. The basic outline of the areas would be:

Planning

1. Admissions Office
2. Office of the Provost

Recruiting

1. Admissions Office

    a. high school guidance counselor
    b. black organization (Black Action Society)
    c. black faculty
    d. various schools within the university
    e. Pittsburgh Board of Education
    f. federal organizations (Upward Bound, NSSFNS)
    g. private organizations (NEED)

2. Requirements

    a. good high school record (major basis for admission decision)
    b. SAT's are required but not weighed in admission decision
    c. good recommendation
    d. no particular testing program
    e. no interview required
    f. application fee may be waived or paid by sponsoring organization

g. no matriculation fee
h. use regular application form

Financial Aid

1. Usually scholarship
2. Tuition, Room and Board paid
3. Must file Parents' Confidential Statement

Timing of Application

1. Apply as regular freshman
2. Earliest - September 15
3. Latest - February 1

Number of Candidates Involved

1. At present, fifty
2. Projection unknown at present (probably doubled by next year)
3. At present, predominantly from Pittsburgh area, expected to expand geographically
4. Students primarily Black

Status of Student

1. Full-time
2. Matriculated
3. No special faculty
4. Tutors readily available
5. Advising and counseling available
6. Should follow normal academic progression

Areas outside of Admissions but related to the Disadvantaged

1. Recruitment of Black faculty and staff
2. Consulting of Blacks in recruitment and hiring
3. ROTC officers may recruit from returning servicemen
4. Close work with Allegheny County Community College to prepare disadvantaged students to enter the University
5. Various graduate and professional schools are urged to recruit disadvantaged or Black students
6. Regional campuses may recruit disadvantaged or Black students

In many cases it must be stated that the disadvantaged student is often synonymous with the black student. Our work, as may be derived from this statement, has been mainly with the culturally deprived black student. It is going to be very difficult for us to assess the value of this program until these students have reached their junior or senior level. At that time, hopefully, we may be better prepared to evaluate our program as to its effectiveness and thoroughness.

UNIVERSITY OF SCRANTON

Scranton, Pennsylvania 18501
Private (Roman Catholic)
4 year; men; M - 1500

The Reverend Bernard R.
McIlhenny, S.J.
Director of Admissions
717-347-3321

Although a formal program to aid the disadvantaged is not in operation at this time, the University of Scranton has taken definite steps to make progress in this direction. First, the admissions standards permit sufficient flexibility for a disadvantaged student. An eight week Pre-College General Studies Program is in operation during the summer months to assist such individuals by strengthening their reading habits as well as their English and math skills. University students have undertaken a program this summer to identify disadvantaged students in five separate cities. The purpose of this program is to identify inner city students and to open lines of communication with them which hopefully will lead to college admission.

Although financial resources are limited a more vigorous recruiting effort will be made in disadvantaged areas. The University will continue to work with Upward Bound and other existing programs.

HARTWICK COLLEGE

Oneonta, New York 13820
Private; 4 year; coed
M - 729, W - 867

S. Bruce O'Donnell
Director of Counseling
607-432-4200

Hartwick College does not operate a formal program directed specifically to the disadvantaged. A strong effort is made, however, to individualize admissions and financial aid schedules to take into account individual cases.

Although the College has not participated directly in government-sponsored programs for the disadvantaged, it has cooperated by accepting students from both government and private programs including Upward Bound and the Harlem College Assistance Program. Disadvantaged students are eligible for all types of financial aid (tuition grants, federal and state loans, work-study programs, etc.) administered through the College. Estimated 1968-69 expenses for tuition, room and board, and books total $2750; financial aid is available to assist students in meeting these expenses. The actual amount of assistance available to individual students is dependent upon financial need and academic performance.

Regular admissions requirements include secondary school graduation with at least 16 credit units, satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board, and three CEEB Achievement Tests including one in foreign language, one in English Composition, and one in an area of the student's choice. A personal interview is strongly recommended. Character references, high school activity record, and health status are also considered. The regular application fee of $15 is waived for "disadvantaged" students. Further information and application forms can be obtained from the Director of Admissions.

Application for fall enrollment should normally be filed by March 1. Hartwick College subscribes to a policy of rolling admissions; students who satisfactorily meet all requirements and academic qualifications may be notified of their admission status beginning December 1. Applications will be considered in the order of receipt. The candidate's reply date is April 1. Although most freshmen apply for entrance to the fall term, new students may apply for entrance to the winter or spring terms.

The academic year 1967-68 found 18 disadvantaged students enrolled at Hartwick College. The College does not anticipate a significant change in that number. All such students are regularly matriculated and typically carry a full or slightly reduced academic load depending on the individual case. It is anticipated that most such students will complete their degree requirements in the normal four years although additional time is available if needed.

As the academic year 1967-68 was the first year that Hartwick College participated to any significant extent in a program of this nature, it is yet much too early to evaluate its effectiveness. Some preliminary data indicate that the majority of the students have adjusted well both academically and socially. It is perhaps significant to note that those students who have not made a positive adjustment appear to be less interested in a liberal arts curriculum, need intensive remedial work in basic areas (e.g., reading), and appear to evidence a lower motivational drive than their more successful counterparts.

NIAGARA UNIVERSITY

Niagara University, New York 14109
Private (Roman Catholic)
4 year; coed; M - 1800, W - 500

Nicholas J. Caggiano
Chairman, Department of
Sociology
716-285-1212

Our program shall begin in September 1968 and for the present shall not exceed 10 operative scholarships in any one year period. There is no involvement in local, state or federal programs. We do have the students take the Scholastic Aptitude Tests and the Ohio Interview by Guidance Counseling. There are no fees involved and they fill in the regular application for admission through guidance counselors.

Free full tuition scholarship is equal to $1,400 a year. Financial aid is available for fees and books. Application is usually made in February and notification of successful candidates made by April and we require recommendations from the school guidance counselors, principals and teachers.

The student is accepted on a matriculated basis, the same as a regularly enrolled student. Time required for graduation is four years plus two or three summers if needed. Students holding scholarships must continue to meet the requirements, academic, disciplinary, etc., set down by the University.

The youths selected for these scholarships will be from the general Niagara Falls area, in financial need, and be Negro, American Indian, or a member of another under-privileged minority group. This, however, is not to be so construed as to exclude any youth on the basis of race, creed, color, or national origin, as long as the great majority of youths selected be from the above mentioned groups.

Special efforts will be made to discover youths whose native intelligence and ability indicate fine aptitude for college work, but whose high school achievement records, College Board scores, and/or college entrance examination scores are below standard. These youths are to be admitted for a special trial period of two full years, during which, in addition to the benefits provided the other scholarship grantees, they shall be provided with the assistance of tutors for several hours each week, and given special examinations. Throughout this two-year period, they shall be expected to show constant and continued improvement. At the end of this two-year period they shall be expected to have achieved on a level with the ordinary college student; a student who meets these requirements shall be offered the remaining two years scholarship on the same bases as other scholarship recipients; a student who does not meet these requirements shall be dismissed.

THE JOHNS HOPKINS UNIVERSITY

Charles and 34th Streets
Baltimore, Maryland 21218
Private; 4 year; men
M - 1813

W. L. Brinkley, Jr.
Director of Admissions
301-407-3300

At the present time there is no structured program for the disadvantaged at Johns Hopkins University in terms of specific curriculum planning or special advising. We are interested in assisting such students and each year we do admit a few students in this category who are provided for in our normal financial aid program and who participate in our standard curricula. While these students referred to above can be classified as disadvantaged, they are not in most cases what we would describe as high risk admissions cases. They can be said to, at all times, be marginal admissions cases. The majority of these students succeed, but there are the occasional few who do not make the adjustment successfully.

CALDWELL COLLEGE FOR WOMEN

Caldwell, New Jersey 07006
Private (Roman Catholic)
4 year; women; W - 700

Sister M. Inez, O. P.
Academic Dean
201-226-3660

We are providing places for 10 disadvantaged students for September 1968 and shall continue to seek students through Try, Second Chance, Upward Bound, and Puerto Rican and Spanish speaking communities. We are supplementing our existing methods of recruitment to enable us to reach more disadvantaged students and will work with community action programs not usually associated with the recruitment program of the college, as well as with public and private secondary schools.

If the applicant appears to be a promising student, modifications of regular procedures will be made, and students of lower academic standing and College Board scores will be accepted.

The program will be administered by one person specifically designated as responsible for carrying it out. This person has been closely associated with Poverty Programs, has worked in the Inner City and set up "Operation Bridge" with the people of the community - black and white.

An administration-faculty-student committee will be formed to develop the program.

The program will be regular with provisions being made for remedial classes when needed. One faculty member of each department will be available for consultation. Junior and senior students in the teacher training program will be available for tutorial work. Faculty members will be asked to volunteer for remedial and supplementary education. The Director of Guidance, with the aid of the members of the Psychology Department, will be available for guidance and counselling.

Facilities of the library are available. To measure performance and to evaluate progress, the opinions of tutors, faculty members and the Director of Guidance will be considered. Methods of grading will be determined by those directly concerned with the program.

A Directed Reading Course on Africa, including the major economic, social, cultural and political developments of the continent, past and present, is given, and a course, "The American Negro in United States History" is planned for the fall. Other courses, "The Contributions of the American Negro to the United States" and "The New Negro" are being planned. Work with book publishers in integrating Negro History in United States History textbooks will be carried out.

At the present time we are unable to house these students since all places were previously committed, but as vacancies arise we will try to take care of some of them. All social activities are open to all students and special efforts will be made to include these students. Extracurricular activities are open to all.

The director of the program through "Operation Bridge" will strive to insure that continuous contact is maintained between the students and the community.

Should there be need for additional instructors and qualified black people apply, they will be accepted.

Our teacher training program will be open to these students, but we have no program for guidance and counselling careers.

At the present time there is no plan to reorient the curriculum. This will be done if need arises.

Caldwell College for Women is giving each of the ten students a full tuition grant valued at $1,000 a year. Awards are made annually and will be renewed for the next three years if the student merits the renewal. This decision will be reached after a careful evaluation of each student's complete record with due consideration for all factors.

The College is waiving all regular fees for these students.

The College participates in the National Defense Student Loan and Work-Study Programs and the Financial Aid Officer will use these programs wherever possible in working out a financial aid package for each student. However, since all ten young women are day students and will need time for traveling, extra time for study, and an opportunity to adjust to college life without undue pressure, it will not be advisable for them to work on or off campus during their first year. They will, of course, be expected to work during the summer unless they need to take remedial or tutorial programs. In the latter case, they may be able to work part time.

The prospect of going into debt might deter some of the young women from seeking a college education because their families are so poor. Hence, the National Defense Student Loan will not be considered for them this year unless absolutely necessary and then only to a maximum of $200.

By next year they will be better adjusted to college life and may view the matter of loans differently. Therefore, the aid package for next year may well include some hours in the Work-Study Program and possibly a small loan. Each case, of course, is different and will receive individual attention.

ST. PETER'S COLLEGE

Kennedy Boulevard
Jersey City, New Jersey 07306
Private (Roman Catholic)
4 year; men; M - 3984

Ercel F. Webb
Director, Project 25
201-333-4400

Project 25 is a program intended by the college to aid some of the socially, culturally, and economically deprived youth of the North Jersey area to qualify for and to obtain a college education. The applicant is not simply poor but unable to qualify for college admission by normal standards. Finally, and admittedly a theoretical point, there ought to be a connection between this inability to qualify and the applicant's deprived background, such that with some remedial work the candidate's latent talent for college may be brought out.

The program includes summer work in remedial reading, English composition, guided study and mathematics taught by our own faculty with the aid of student tutors. After a session of seven weeks (three hours per day) the students will begin to attend college in the fall and move ahead and eventually into regular college classes on a completely individual basis, that is, as rapidly or as slowly as their own progress permits.

The financing of the program will be quite costly. The sources of finance are Economic Opportunity Grants, Educational Opportunity Funds, the State Scholarship Commission and Saint Peter's College.

The program will provide for each student in addition to full tuition and fees for both the summer and the academic year, a small stipend sufficient to cover the cost of books and other incidental expenses, and a part-time job under the federal Work-Study Program.

The program is open to students of any race and religion and of either sex. The selection of the 26 students was based mainly on the motivation of the student, which was determined through personal interviews and recommendations of high school teachers and guidance counselors.

The summer program began on July 8th and will conclude on August 23rd. Both the students and administrators are very optimistic of the outcome of Project 25.

HAVERFORD COLLEGE

Haverford, Pennsylvania 19041
Private: 4 year; men
M - 555

William W. Ambler
Director of Admissions
215-649-9600

Haverford College gives special consideration to Negroes and to other students from disadvantaged backgrounds. 9.5% of the 1968 entering class are Negroes, half of them from Upward Bound or similar programs.

Candidates are considered individually on the basis of personal and academic promise. Of primary importance are counselor and teacher recommendations concerning potential, motivation, energy level and reaction to set backs. These recommendations are usually more significant in our consideration of the candidate than are the traditional criteria of grades, class rank and test scores. Important consideration is given to the candidate's use of spare time; a high proportion of those admitted have significant achievements in extra-curricular activities including athletics or have part time employment.

Half of those admitted in 1968 ranked in the top fifth of their school class. SAT verbal scores ranged from 356 to 725; math scores from 425 to 723. Medians are in the high 500s.

Financial aid is awarded on the basis of need as determined by the need analysis of the College Scholarship Service. We meet the need of all students who are admitted; aid is renewed if need continues and the student is making progress toward a degree. Aid is packaged (usually $300 loan, $200 job, both optional, and the remainder scholarship). Average financial aid for this group in 1968 is $2390; several students receive $3400.

The College does not offer special remedial programs and expects that all students will meet our normal standards of performance. Tutorial assistance and developmental reading courses are available to all students who need them; the College's Academic Flexibility Program allows a student and his faculty advisor to plan an academic program suited to individual needs and goals. With faculty permission, students may carry a lighter than normal course load or complete degree requirements in five years.

Applications for admission and financial aid should be filed before February 15. The application fee is waived on request for financial aid candidates.

Personal interviews are required, preferably on campus. Arrangements can be made for interviews in the candidate's own community if he cannot visit the campus.

We welcome communications from counselors and teachers about individual students.

STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGE FARMINGDALE

Farmingdale, New York 11735
Public; 2 year; coed
M - 2525, W - 1289

Edward F. Jones 3rd
Associate Director of Admissions
516-694-7800

Farmingdale uses State University Scholarships, Scholar Incentive Awards, Educational Opportunity Grants, NDSL, and Work-Study.

A high school diploma or equivalency diploma and recommendation of a professional who knows the applicant are basic requirements. The applicant must submit regular State University forms and pay the $5.00 fee if not from Upward Bound programs. State aid requires New York State residency.

The Parents' Confidential Statement of the College Scholarship Service is required and notification of admissions and scholarship decisions are made as soon as the credentials are complete.

In the fall of 1968 it is expected that 100 students will be enrolled in this program with a larger group anticipated in succeeding years.

Currently there are 66 students enrolled in a 10 week Summer Study Skills Program on campus. All students are fully matriculated degree candidates.

GOUCHER COLLEGE

Dulaney Valley Road
Towson, Maryland 20204
Private; 4 year; women
W - 1000

Mary Ross Flowers
Director of Admissions
301-825-3300

At the present time Goucher College has no formal program directed specifically toward the disadvantaged student of college age although the Committee on Admissions and the Committee on Scholarships and Loans regularly take into careful consideration the background of candidates and, when appropriate, make adjustments in individual cases.

It is hoped that the College will be able to attract and assist a larger number of disadvantaged students in the immediate future and to this end a stepped-up program of recruiting particularly in the Maryland/District of Columbia area is already underway. In addition, a committee composed of students, faculty, and administrative officers is making a thorough study of programs at other institutions which are directed toward the needs of disadvantaged students. The Committee will make specific recommendations during the academic year 1968-69 for the initiation of a program or programs at Goucher College.

Admissions and scholarship procedures are stated in the catalogue. Candidates should file their application by January. Candidates are notified of action taken on both admission and scholarship requests the middle of April.

BEAVER COLLEGE

Glenside, Pennsylvania 19038
Private (United Presbyterian)
4 year; women; W - 806

Marjorie Darling
Director of Admissions
215-884-3500 Ex. 207

Since Beaver is a small college and can provide individual attention to its students, we do not have a specific program for the disadvantaged student. However, the college faculty unanimously expressed interest in having these students at Beaver and, more important, made a commitment to do whatever extra tutoring and counseling proved necessary.

All candidates must submit the high school record, the three required recommendations, and scores from both the Scholastic Aptitude Test and three Achievement Tests given under the College Entrance Examination Board. An Achievement Test in English, and one in the foreign language the student plans to continue in college must be included. Exceptions in the matter of the Achievement Tests may be made in special cases.

An interview is strongly urged, but if necessary an interview may sometimes be arranged in the student's own area. A fifteen dollar application fee normally is required, but in cases in which a student is certified by her school or special program as having real financial need, the fee may be waived.

Exceptions to the normal college policy have been made and financial aid has been provided for the disadvantaged students to permit them to live in residence even though they may be within commuting range of the campus.

While our experience, limited though it is with this group, has indicated that the normal College Entrance Examination Board score range need not be expected, it appears that these students must have good high school records to insure their success at Beaver College. While the Scholastic Aptitude Test averages at Beaver run in the high 500's, disadvantaged students have been accepted with scores in the 400's, and occasionally even lower if circumstances seem to justify this gamble. The majority of the disadvantaged students, however, ranked within the top fifth of the graduating class, unless the secondary school counselor has indicated some unusual problem.

As in the case with all financial aid candidates, the Parents' Confidential Statement and the Beaver College Aid Form is required and must be filled out and submitted by February first.

The College participates in three federal programs; The Educational Opportunity Grant, National Defense Student Loan and College Work-Study. College scholarships are available up to full tuition. Financial aid is packaged and awarded according to need. Financial aid is awarded up to full expenses.

Applications for admission must be on file by February first. Students who apply by February first receive notification concerning both admission and financial aid within the first week in April. Students who apply after February first will be offered space if dormitory rooms are available. but it is unlikely that financial aid would still be available for candidates applying after the February first date. Students planning to attend Beaver College as commuting students, rather than dormitory students, can frequently be considered after the February first date.

In previous years, while exceptions in admissions policy had been made for two or three students, it was in the 1967-68 academic year that twelve disadvantaged students were enrolled who were considered academic risk candidates. For the coming year it is expected that a somewhat larger group may be enrolled.

It has been the feeling of the Assistant Dean of Students who works with freshmen that the entering student in this group should not be given a lighter load and thus made to feel that she is different from her classmates. If, however, when warnings are issued at the end of the first quarter a student is obviously facing academic difficulty, her program at that time may be lightened without the usual "WF" penalty. All of these students are fully matriculated, but it is realized that in some cases an extra semester or even a year may be entailed.

While it is difficult to evaluate the program after one year, it may be of interest that of the twelve students accepted in September of 1967 the grades at the end of the year showed that 8 were in good standing and only 4 were on academic probation. Three would normally have been ineligible to return under the usual academic policies, but exceptions were made for them to continue with a lighter load. An exception was also made to have their financial aid renewed.

Quite apart from the academic area are the other aspects of the student life of this group. It is felt that they make a real contribution to the campus, and it has been particularly gratifying that they seem to have been assimilated into the student body, and in several cases have been given responsibilities in student activities.

MOUNT ALOYSIUS JUNIOR COLLEGE

Cresson, Pennsylvania 16330
Private (Roman Catholic)
2 year; women; W - 450

Sister Mary Urban
Director of Admissions
814-886-4131

Although Mount Aloysius Junior College does not have a program for the disadvantaged student as such, we do try to help those who are academically and physically unable to compete with others on the college level. Some of our students are working under the Federal Work Study Program, and the College Grant-in-Aid. Two full tuition foreign scholarships are offered each year, as well as several partial scholarships to students earning them under a competitive examination plan. All local students who commute are offered a $450 scholarship if they graduate in the upper fifth of their class. This means a reduction of $225 a year on tuition, which is $750 per year.

During the past year we have had several Upward Bound students for whom adjustments were made. Mount Aloysius Junior College feels an obligation to the student who is on the border line academically; who may not be able to get accepted into a four-year institution to study in the field which interests her most. The school offers eleven different programs, and among them the student is sure to find one that appeals to her and which she can handle. The student has the services of a counselor, and if a change of program is desired, she may change it at semesters.

ORANGE COUNTY COMMUNITY COLLEGE

115 South Street
Middletown, New York 10940
Public; 2 year; coed
M - 2064, W - 1560

Allen V. Hanson
Director of Admissions and Registrar
914-343-1611 Ex. 216

Orange County Community College has an open-door admissions policy which means that we accept students who are culturally and educationally disadvantaged. To assist these students achieve success in college-level courses, we have a special preparatory or remedial program in which we place students after they have completed a very careful testing program. The preparatory program consists of noncredit courses in written skills in English, reading improvement, arithmetic skills and study skills. A student is placed in as many of these special courses as is necessary to repair his background. In addition, the student is placed in credit courses in the curriculum of his choice. We will accept an unlimited number of students into this program and if the student is successful in the preparatory program, he is admitted to full-time status for the subsequent semester.

We have little financial aid available at the present time, but we do consider the program to be full-time and a student in this program can complete a two-year degree in two calendar years by attending summer sessions or five regular academic semesters.

We are developing plans, the first of which is the purchase of a mobile unit which will be on our campus October 18, 1968 to go into the various regions of our county to actively recruit students from disadvantaged areas, ghettos, etc. This mobile unit will be staffed by a driver, a three quarters time coordinator, one or two half-time counselors and regular staff members from the college as are needed on a day to day basis. With this concentrated effort to recruit students, we hope to increase the number of students on our campus who have come from disadvantaged backgrounds.

COMMUNITY COLLEGE OF PHILADELPHIA

34 South 11th Street
Philadelphia, Pennsylvania 19107
Public; 2 year; coed
M - 1632, W - 1579

George M. Wohlreich
Director of Admissions
and Financial Aid
215-569-3680

The Community College of Philadelphia is a two-year, publicly supported institution of higher education. Its programs are designed to accommodate the diverse educational needs and aspirations of recent high school graduates and adults. It is committed to the proposition that those who seek a legitimate higher educational experience and who demonstrate the competence for such programs should be afforded an opportunity to pursue their educational and vocational goals.

Because of limited facilities, admission to the College is selective. Those students who have shown success in their high school courses are likely to be admitted to full-time study. Students who have some evidence of promise but who, on the basis of past records, do not seem ready to assume full-time study, may be admitted on a part-time basis with the possibility of transfer to full-time status at a later time.

The College wishes to see most of its students successfully complete its programs. For this reason, the College reserves the right to require some students to take special (remedial) courses and to limit the number of courses they may carry.

In addition to the general policies on admissions, the College has developed a special, two-semester General Curriculum for students who are not prepared to handle college work. The curriculum is is designed to provide a worthwhile post-high school educational experience for students who do not go on to further college work. It is contemplated, however, that many students will be ready to go on to certificate, terminal, or transfer work at the end of the second semester, or in some cases at the end of the first. The program is operated as a fixed block of courses entailing 25 to 30 hours each week, including study time during which tutorial help is available.

Of particular importance to the program is its relationship with the Counseling Department. This department is responsible for the course in applied psychology which is taught during the first semester. Emphasis is placed on attitudes, interests, values, and motivation. The primary objective is to aid students in gaining self-understanding. It is assumed that much individual counseling will occur because of this arrangement.

A student does not apply for the General Curriculum; he is invited to participate in it if the admissions office believes that he is not prepared to undertake the curriculum for which he originally applied. This method of enrolling the disadvantaged student allows regular admissions procedures to be followed. Similarly, the regular procedures for financial aid, as outlined in the catalogue, should also be followed. No distinction is made between the needy student and the disadvantaged needy student. If a student is accepted for full time studies in any curriculum, and if he demonstrates financial need, the College will make available as much assistance as its own resources will permit. In addition to its own grants and loans, the College participates in the Educational Opportunity Grant, National Defense Student Loan, and College Work-Study Programs of the Office of Education. Special funds are also available for students in the allied medical fields.

MARIST COLLEGE

82 North Road
Poughkeepsie, New York 12601
Private (Roman Catholic)
4 year; coed; M - 1677, W - 123

Edward Waters
Director, King Scholar Program
914-471-3240

The Martin Luther King Scholarship Program was established in May 1968 to assist students from minority and/or poverty backgrounds to enroll in Marist College

The program was initiated by the faculty with the cooperation of the administration and is to be maintained with the greatest flexibility. The goal is to provide an opportunity for a college education to students who would not or could not ordinarily have gone to college. This goal derives from a continuing concern that the college, if it is to have relevance, must maintain a commitment to and an involvement in the community.

The King Scholar Program accepts up to 20 students from the Mid-Hudson Valley of New York State and the Metropolitan Area of New York City.

No formal admission requirements must be met by the student; however, there must be some reasonable assurance established that the student will eventually be able to perform at the college level. This assurance is usually obtained through a review of all evidence presented; transcripts, teacher and counselor evaluations, interviews, standardized scores, etc. No one of these is an excluding factor; the greatest emphasis is placed on professional judgments of ability made by counselors and teachers.

During the first year King Scholars are fully matriculated students carrying slightly reduced course loads. In addition, they have access to tutoring, counseling, and each has a faculty advisor who is required to supervise actively the work of the student. Students are usually enrolled in courses selected so that a reasonable degree of success is assured.

During the first year students will be assisted in applying for whatever financial grants and assistance for which they are entitled with the expectation that the student will be able fully to support himself during the remaining years of college. Should he not be able to do so, funds would be made made available, as needed, to assure his completion of college.

After the first year, the student should have made the adjustment to college life, remedied his academic deficiencies, and established financial independence from the program. At that time another student will be enrolled.

Candidates for the program are usually obtained through referral from guidance counselors or social agencies. Candidates may apply directly, however, by requesting the usual application forms from the Director of Admissions. A letter should be attached to those forms when returned requesting consideration as a King Scholar.

CUMBERLAND COUNTY COLLEGE

Sherman Avenue and Orchard Road
P. O. Box 517
Vineland, New Jersey
Public; 2 year; coed
M - 394, W - 207

Kenneth B. Bunn. Jr.
Assistant to the President
609-691-8600 Ex. 35

Cumberland County College participates in two programs sponsored by the Federal government; Educational Opportunity Grants and the College Work-Study Program. The College has actively participated in this initail year of the New Jersey Educational Opportunity Fund, which was established by the State Department of Higher Education to offer students from disadvantaged families an opportunity to remove themselves from conditions of economic and educational poverty.

Selected students who were candidates for our regular curricula, but were unable to meet financial obligations, were enrolled in regular programs. with course modifications as deemed necessary in individual cases by the E. O. F. coordinator. These modifications include remedial classes in English, mathematics, and social science.

All twenty-five students who were selected for the E. O. F. program were awarded financial assistance through the combined use of Federal and State funds. The need analysis process used for both programs was the financial aid form submitted to the College Scholarship Service, which establishes a student's need through a computation of his income and expenses.

Renewal awards under the Federal programs in which Cumberland County College participates, have demonstrated a lack of attrition among those students who have received financial awards.

COLLEGE OF MOUNT SAINT VINCENT

Riverdale Avenue
Riverdale, New York 10471
Private (Roman Catholic)
4 year; women; W - 936

Mrs. Francis X. Connolly
212-632-5300

The College of Mount Saint Vincent does not have a specific program for the disadvantaged student. After a student is enrolled no distinction is made between the "disadvantaged" and "advantaged".

The college participates in all of the federal and student aid programs. Grants are made according to need. A student desiring financial aid must apply annually to the Office of Financial Aid by June 15. The Parents' Confidential Statement must be submitted to determine the amount and distribution of financial aid. College scholarships covering tuition and fees are also available.

Candidates for admission should have a strong high school record with an average of 75% or better. Sixteen academic units are required.

Customarily a candidate submits ratings on the CEEB Scholastic Aptitude Test, the English Composition test and one Achievement Test. These may be waived if the high school record is sound. A personal interview is required to try to ascertain the applicants level of motivation and other factors.

Most applications for admission are filed before March 1 of the senior year. The deadline for scholarship applications is December 15 of the senior year. All scholarships are announced by March 1. Letters of admission are sent out beginning in January.

During the academic 1967-68 twenty-six College of Mount Saint Vincent students volunteered tutorial services to the College Bound Program at Evander Childs High School in the Bronx. Eighteen students from Evander Childs participated in a six week summer session of educational, cultural and recreational activities on the campus of Mount Saint Vincent. The academic schedule included English literature and grammar, mathematics, social studies and chemistry lab., Creative Dramatics, lectures and films, swimming and tennis instruction, and gymnastics were also on the schedule. Ten members of the Mount Saint Vincent Faculty and six students volunteered their services to the program and four staff members were hired for swimming, tennis and gym instruction.

The College of Mount Saint Vincent will take four students from the College Bound program in the entering class of September 1970.

CABRINI COLLEGE

King of Prussia Road
Radnor, Pennsylvania 19087
Private (Roman Catholic)
4 year; women; W - 425

Jacqueline J. Roddy
Director of Public Relations
215-687-2100 Ex. 23

Cabrini College does not as yet have a formal program for the disadvantaged student. A faculty-administration committee explored the possibilities of such a program in March 1968, the end result being a positive consensus as to the need and desirability of such a program. Lack of a formal program at this time must be attributed to scarcity of financial resources and staff members.

Operative at present is a flexible admissions policy and financial aid program which aid the disadvantaged student on an individual basis. As to recruiting these students, the college cooperates with the College Bound Corporation of Philadelphia by accepting referrals of students from that organization.

The secondary school preparation of the disadvantaged student may deviate from the standard set by the Admissions Committee of Cabrini College. The committee attempts to use the best available guidelines for interpreting and evaluating the records of these students. Motivation on the part of the prospective student is a major factor.

Financial aid to the student is based solely on the Parents' Confidential Statement. When prior indications warrant it, the application fee is waived. When the PCS indicates financial need on the part of a student, the Director of Financial Aid may draw on a number of resources to supply the necessary scholarship funds. Among these are: Educational Opportunity Grants (federal government); Pennsylvania Higher Education Assistance Agency; Cabrini College scholarships. National Defense Student Loans and student employment are also available.

The college will be implementing, on an individual basis, a special five-year program, which will allow the disadvantaged student to carry a reduced load and, when the program is formalized, to participate in an enrichment program.

WELLS COLLEGE

Main Street
Aurora, New York 13026
Private; 4 year; women
W - 600

Joseph B. Carver
Director of Admissions
315-364-9611

For a number of years Wells College has sought to admit students from economic, and cultural backgrounds who would not normally have the financial resources to afford such an educational opportunity. Most recently, through participation in the Educational Opportunity Grant program the college has been able to assist students with total financial need. The amount of financial assistance for the entering freshman class has nearly doubled in the past three years and our expectation is that it will continue to increase.

Of the credentials required for admission (secondary school record, Scholastic Aptitude Test results, personal interview) the greatest emphasis is placed on the recommendations from guidance personnel, teachers, and other professional counselors or tutors with whom the student has studied or been counseled. Because Wells admits a relatively small freshman class each year the admissions committee is able to review all applications with exceptional care. The application fee is waived in all cases. Tuition and room deposits after acceptance are not required. Notification of admission and financial aid is normally made in early April, though earlier notification is possible. Applicants are encouraged to complete all application credentials by February.

The admissions committee has found recommendations from Upward Bound Counselors, English teachers, and teacher/counselors from other tutorial programs most beneficial in giving estimates of academic success, details about family background, and other pertinent personal data about the applicants. There seems to be no substitute for this kind of information. The total enrollment of Wells College allows for the maintenance of close contact with each student. The Dean of the College, Dean of Students, and individual faculty advisor for the student are acquainted with her background and potential needs for counseling. In all cases, tutors are available for students who require special help.

The faculty at Wells has approved a program which allows for a reduction of the number of courses taken during a semester and an extension of time beyond the usual four years for a baccalaureate degree. A student with insufficient school preparation may, from the time she starts her freshman year, carry four courses. At the same time, if necessary, she may receive tutoring in the area of her deficiency. Students in this category are considered fully-matriculated.

Since most students qualifying for admission need nearly total financial assistance, the number admitted has been directly proportionate to the amount of financial aid we have been able to offer. Our assistance to freshmen consists of grants-in-aid and Educational Opportunity Grants. After the first year students may work at the college in order to supplement their grant assistance. In some cases the financial aid committee will recommend that the student borrow from a guaranteed loan program to help meet her financial need. Application for financial assistance is made through the College Scholarship Service. The financial aid committee analyses the statement from the parent or guardian and determines the amount of aid, solely on the basis of need. Awards range from a few hundred dollars to full tuition, room and board, and expenses, or approximatley $3700.

In the past two years between fifteen and twenty disadvantaged students have been admitted to Wells. In most cases, because of their better than average academic preparation, it has not been necessary to provide special academic assistance. Where tutoring has been utilized it has been effective and, as a result, no students have been required to withdraw from the college. A student is not identified in any way other than through a confidential communication to her faculty advisor by the Dean and the Director of Admissions.

Greater numbers of students from disadvantaged backgrounds will be admitted through participation in the College Bound Corporation, Aspira, the National Scholarship Service and Fund for Negro Students and several other private agencies.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT OSWEGO

Oswego, New York 13126
Public; 4 year; coed
M - 1969, W - 2292

Dorothy Mott
Director of Admissions
315-341-2250

A committee has planned a program for the disadvantaged to get under way in September, 1969. We will seek federal and state funds in the fall of 1968.

Admissions requirements will be less rigid for this group though they will file the same application papers and take the same tests as regular students. The $5.00 application fee can be waived and the $75 pre-registration fee will not be required until registration. Financial aids include: National Student Defense Loan, Economic Opportunity Grant, Regent Scholarship or Incentive Award, Student Work Study Program.

Special recommendation is required from the guidance counselor. The initial enrollment will probably be 20 to 25.

TRENTON STATE COLLEGE

Pennington Road
Trenton, New Jersey 08625
Public; 4 year; coed
M - 970, W - 2652

Casper B. Lonesome
Director, Upward Bound
609-882-1855

Trenton State College, in addition to admitting some former Upward Bound students on an experimental basis, has designed a developmental program for 30 needy students for the year 1968-69. This program has been made possible by the recent passage of the New Jersey Educational Opportunity Act of 1968.

Students for this program are sought on the basis of personal recommendation from high school guidance counselors and campus based organizations in which faculty, students and representative community leaders from an area encompassing five nearby counties participate.

Traditional academic records are reviewed, but the members of the special program committee, two of whom will interview each candidate, will by no means be bound to make their decision in terms of these data.

Candidates apply on the regular application form, but the application fee is waived. Testing will be at the discretion of the Director, but if the admitted candidate does not have SAT scores, he will be required to take them at his earliest opportunity during the freshman year for purposes of having complete data on all students. Candidates must have been residents of New Jersey for twelve months preceding application.

Candidates are to use the PCS of the CSS or its functional equivalent. Minimum aid under the EOF is $250; maximum, $1000. Other types of aid may be used. Payment of EOF money will be made to the order of the student.

Authorization for the program was made final in July, 1968; consequently, intensive recruiting began at that time for September 1968 admission. August 15th is the target date for completing the roster of candidates accepting our offer.

Currently, no recommendation beyond the submission of a name from a responsible source is required.

THIEL COLLEGE

College Avenue
Greenville, Pennsylvania 16125
Private; 4 year; coed
M - 700, W - 600

John B. Ague, II
Director of Admissions
412-588-7700 Ex. 211

Thiel College's admissions and financial aid programs are sufficiently flexible to permit adjustments in individual cases. Thiel cooperates with agencies such as Opportunity Project, Project Upward Bound, Project Forward, NSSFNS, and referrals by Lutheran pastors.

The admissions requirements need not be identical for all applicants, but show evidence of industriousness in high school and promise of verbal aptitude. Achievement testing of virtually all academic areas can be arranged on campus and a flexible schedule, including a reading program and remedial English, is available.

A campus interview is recommended if financially feasible for the applicant. If possible, a member of the admissions staff will talk to an applicant if in the vicinity of the applicant's home.

The regular application form is used, and the fee will be waived if requested by the sponsoring agency. Application to the College should be made between July of the applicant's junior year and January of his senior year. Applications which are filed later than this may be in jeopardy of not being considered for full financial need since many of the funds may have been earmarked for earlier applicants. Aid is available in the form of Educational Opportunity Grant, National Defense Loan, unrestricted grants, campus work grants, and the Federal Work-Study program. The amount of aid is dependent upon the need analysis determined by the College Scholarship Service.

No special recommendations are required other than endorsement by the sponsoring agency, the applicant's high school, and the Thiel College Admissions Committee. Approximately five to ten culturally disadvantaged students apply to Thiel annually.

The student's status is that of a degree-seeking candidate. He is enrolled in normal course work and four to five years are allocated to complete the program. The College will not hesitate to utilize as many summers as necessary to facilitate progress.

No real evidence of the effectiveness of this program exists. The preponderance of applicants accepted have elected to attend other schools. One dropped out of school during his sophomore year and a few others have completed their second year of college.

CEDAR CREST COLLEGE

30th and Walnut Streets	Mary Rose McWilliams
Allentown, Pennsylvania 18104	Director of Admissions
Private; 4 year; women	215-434-6191
W - 700	

At the present time, Cedar Crest does not have a formal program directed to the disadvantaged. There has been some talk but, as yet, no official planning toward such a program is under way. Cedar Crest is interested in educating Negro and other minority group students, and makes special effort to recruit them. Starting in 1968, Lafayette and Cedar Crest Colleges will embark on a cooperative recruitment effort in schools which enroll a substantial proportion of disadvantaged students.

We do not offer any remedial work or reduced course loads. Our Afro-Asian Club on campus will offer in 1968-69 a tutorial program for students on campus. This has meant that we have accepted, for 1968, some students whom we would not have enrolled otherwise. These students have all taken strong college preparatory programs and rank very high in their graduating classes, but their College Board scores are considerably below the class median. In all cases where financial need was present, we have met the need by means of a financial aid "package" including scholarship, government loan, Educational Opportunity Grant, and campus job. Application fees have been waived on request, as have the initial payments of $200, normally due on May 1.

In September, 1968, we will enroll 6 American Negro students and 1 Spanish American. 5 of the 6 are disadvantaged students. We will have a total of 18 Negro students on campus by September, 1968, 15 of whom are economically disadvantaged.

WESLEY COLLEGE

Dover, Delaware	Joseph R. Slights, Jr.
Private (Methodist)	Director of Admissions and
2 year; coed; M - 350, W - 350	Financial Aid
	302-674-4000 Ex. 238

Wesley College has no formal programs for disadvantaged youth; however, financial assistance is available in the form of grant-in-aid, scholarships and N. D. E. A. funds. Our approximate cost per year is $2,400 with the average amount of aid per student being $750. Approximately one third of our students receive financial aid.

We have considered students with an over-all "C" average for admission, with less emphasis on standardized test scores (SAT) for Negro students. Our mean SAT scores are within the middle 400 range on verbal and math; however, Negro students are considered with SAT scores of 300 or above in both verbal and math.

We do offer a summer school program in study skills with marginal students being required to attend before entering in September. The cost is approximately $300.00 for the five week program which includes room and board and the fee for the study skills course.

We suggest that students who are applying for financial aid learn of the various State loan programs and scholarships which are offered to full-time undergraduates.

The Parents' Confidential Statement is required of all students seeking financial assistance from the College. Students seeking State funds need not complete this form. The above mentioned form is due no later than April 1 of the student's senior year of high school.

URSINUS COLLEGE

Collegeville, Pennsylvania 19426	Geoffrey Dolman
Private; 4 year; coed	Dean of Admissions
M - 601, W - 452	215-489-4111

Ursinus College has participated actively in the Federal program involving Educational Opportunities Grants and the College Work Study Program. Local high school guidance counselors are informed by letter and in person of financial opportunities for needy students through college grants, as well as through EOG and CWSP.

Ursinus College has participated in the College Bound Corporation of Philadelphia. Under that program needy students in the Philadelphia area are recruited and encouraged to apply for college entrance.

In 1967-68 Ursinus students have been aided under the Educational Opportunities Grant to a total of $44,000.00 together with additional $7,000.00 for students under the College Work Study Program.

Ursinus College is participating with several other colleges in organizing a talent search program to encourage and recruit financially needy students. We hope to initiate this program in 1968-69 with, if possible, the aid of federal funds.

Special admissions consideration is given to students who apply from culturally deprived backgrounds and, if necessary, admissions fees are waived. Maximum financial aid is given, if warranted. Such students must meet minimum admissions requirements in course background, but will be considered very seriously for admission even though their College Board scores and high school records are considered under average.

There is no other formal program for disadvantaged students at Ursinus College; such students, if accepted, are degree candidates and will be expected to produce accordingly.

Applications for financial aid should be filed by February 1. It is most important, therefore, for all applicants to apply early.

STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT POTSDAM

Pierrepont Avenue
Potsdam, New York 13676
Public; 4 year; coed
M - 656, W - 1881

Jack Taub
Director, College Opportunity
Program
315-268-2700

The College Opportunity Program was initiated at the State University College at Potsdam in the Spring of 1968, and the first students were admitted for the Fall Semester, 1968. The program has specific approval of the New York State Department of Education.

The program includes a ten day summer program which is intended to prepare students for entrance in the fall as freshmen registered in the Bachelor of Arts program at the State University College at Potsdam. The degree program may be modified to provide compensatory education for those students who indicate a need. In general students will be assigned to regular sections of the various freshman classes but with instructors who have an interest and background for helping students with special needs. Students will also be given special help and tutorial assistance on an individual basis when needed. Students will register for four or five courses (12-15 credit hours) each semester. At any time it is anticipated that the student's load may be reduced if study and counseling indicates that this is necessary. In addition to the regular academic program a non-credit compensatory reading and study skills program, under the supervision of the Potsdam Reading Services Unit, will be made available. It is understood that students may require additional summer or regular session work to complete the program. It may well be that the majority of students will take five years to complete the four year program.

A students must have graduated from high school, preferably in a college preparatory curriculum, and have the recommendation of staff members in one of the urban centers, from a SEEK program, or other "college adapter" programs. It is recognized that the students' academic averages may be considerably below those usually required for admission to the college and that standard test scores are a poor measure of ability for students from disadvantaged social and economic backgrounds. Therefore, an individual analysis is made of each student's background and if some evidence of academic interest, intellectual capacity and motivation can be found, consideration is given to admission. For example: a student who generally has low standard test scores but who secures a grade of 75 on the three year high school English Regents, is considered to have academic potential; or a student with generally low, but passing, high school grades in science or mathematics but who can complete successfully three years of a foreign language with good grades may be considered a candidate for this program.

The purposes of the following supporting services will be to develop competencies and attitudes on the part of the student, so that he can have the gratification of educational achievement and success.

a. The Potsdam Reading Services Unit
b. The Potsdam Psychological Services Unit
c. The Potsdam Speech Services Unit
d. College Counseling Services. Staff of three special counselors available to all students.
e. St. Lawrence County Mental Health Clinic, located on campus, available to all college students.

f. The College Financial Aids Office will coordinate financial aid awards for students participating in the Opportunity Program. Resources will be made available from various sources including the State Education Department (Scholar Incentive Award), the Federal Education Opportunity Grant, and special funding from the State University. If necessary, funds will be made available from the National Defense Student Loan and the College Work-Study Program. However, every attempt will be made to minimize the need for borrowing funds, as well as keeping work possibilities limited to the summer and vacation periods. The Martin Luther King Scholarship Fund has been created by the faculty and students in order to provide limited funds for unexpected contingencies that may arise.

g. The College has agreed to assign an instructional position to a qualified individual to coordinate this program and to work with a special committee of the College Curriculum Committee in the further development of a program designed for the disadvantaged as our experience indicates. It is most likely that this individual will be a professional, negro educator.

h. Utilization of language laboratory to give individualized instruction.

i. Tutorial Program:

    1. Under the direction of the sub-committee of the Action Committee a tutorial program is to be initiated.
    2. Selected students will be employed under the College Work-Study Program to serve as individual tutors in all academic areas.

The purpose of the summer 1968 program is as follows:

a. Orientation to the Potsdam Campus and academic program,
b. diagnostic testing in general information, reading and writing skills,
c. initiation of developmental or compensatory instruction as indicated by testing results,
e. an introduction to various academic disciplines by volunteer faculty,
f. preparation of an individual schedule based on interests, aptitudes, and needs as developed by conferences, tests and counseling,
g. preparation of actual registration materials for September enrollment.

The educational situation of the initial year is planned with hopes of providing academic experiences that will stimulate achievement relevant to future career aspirations.

The College liberal arts pattern leading to a Bachelor of Arts degree has the advantage of flexibility and simplicity of pattern. The broad pattern calls for 120 hours ordinarily earned in eight semesters. All programs must include a minimum of 90 hours of liberal arts courses.

It is anticipated that thirty students will be admitted to the College Opportunity Program in 1969.

PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE

43rd Street, Kingsessing and Woodland Avenues
Philadelphia, Pennsylvania 19104
Private; 4 year; coed
M - 687, W - 185

John E. Kramer
Registrar
215-386-5800 Ex. 234

The College does not have a formal policy related to the disadvantaged student, but in the normal operation of the institution there is made available annually a full-tuition freshman scholarship for a "motivation program" graduate of a neighboring high school with 98% Negro enrollment.

Special consideration is given to any of our Negro students who may be in scholastic difficulty and tuition payment schedules are modified for any Negro students who experience financial difficulties.

The College participates in various programs of educational assistance to both students and faculty of neighborhood public schools, which have high Negro enrollment and provides, free-of-charge, lecture room facilities for summer "motivation programs" conducted by the Board of Education of Philadelphia.

COLUMBIA UNIVERSITY

Columbia College
New York, New York 10027
Private; 4 year; men
M - 2700

Office of Admissions
212-280-2521

The following is a statement of the Admissions Committee of Columbia College:

"The Committee recognizes that no single examination and no one set of criteria should be applied uniformly in choosing students for the College. This realization is particularly relevant in judging those applicants who, by one standard or another, might be considered 'underprivileged.' Such persons, handicapped by their environment and usually substandard schooling, should not be, and are not, expected to perform as well on standardized tests as most of our other applicants."

"At the same time, the Admissions Committee believes that it would be a mistake -- for Columbia and for the students involved -- to suspend the normal criteria to admit a student who could not perform successfully in the College. To meet its responsibility to these special applicants and to Columbia, the Committee seeks in these young men a consistently strong academic record and indications of unusual personal strength that would enable them to compensate for inadequate preparation and other disadvantages of their background. Such strength may be manifested variously: it may be a special talent (such as musical or athletic ability), exceptional maturity, or strong determination."

"It has been our experience at Columbia that where such strength exists there is little risk in stretching our usual academic admissions standards. But if this personal strength is not clearly evident, then such easing of requirements is ill-advised and extends no benefit to the 'underprivileged' applicant."

In accordance with this policy, Columbia accepts a number of high-risk applicants each year from New York City and various urban and rural areas in other parts of the country (although no fixed percentage of the entering class comes from this group). There are disadvantaged students whose College Board scores are significantly lower than those of other admitted students, but who, perhaps with special attention but no lowering of standards, can be expected to carry a normal academic program successfully.

Columbia provides interviewing services and donates funds for operating expenses to the Cooperative Program for Educational Opportunity. As a founding institution of the National Scholarship Service and Fund for Negro Students, Columbia makes financial contributions to NSSFNS and sends admissions officers to the regional NSSFNS interviewing conferences. Members of the admissions staff participate in "anti-dropout" programs, such as the conferences sponsored by the Junior Chamber of Commerce in Harlem. Special trips to interview students at Upward Bound summer programs are undertaken at every opportunity.

For those students whose preparation for college may have been uneven and who may consequently experience difficulty with one or more subjects in the freshman year, Columbia offers a tutorial program administered by the Office of the Dean. Some grants are available to students who cannot otherwise afford necessary tutoring.

Project Double Discovery is a summer Upward Bound program in which 200 high school students, classified as underachievers and possible dropouts, live and study on the Columbia campus for eight weeks under the guidance of college-student counselors and New York City high school teachers. The project's goal is to raise the sights of underprivileged students and to train them for college by making up for substandard schooling and correcting study problems often caused by environment. Of the first Double Discovery graduating class, half are going to degree-granting colleges (including two to Columbia College) and the rest plan to continue their education in some other type of post-secondary school.

Columbia is involved with the federal government's Educational Opportunity Grant program, which, with alumni support, has helped us to reach the position where we can offer financial aid to all entering freshmen who need it.

About two thirds of the students in the College hold scholarships--nearly forty percent from Columbia, and another twenty-five to thirty percent from national and local competitions, corporations, and government programs. The total scholarship money held per student at Columbia College is among the highest of American colleges.

In addition, low-interest loans (including NDEA funds) and part-time jobs (including many supported by the federal Work-Study program) are available to students.

The stated goal of the College is that no student accepted for admission will be prevented by lack of money from studying at Columbia.

LE MOYNE COLLEGE

Le Moyne Heights
Syracuse, New York 13214
Private (Roman Catholic)
4 year; coed; M - 940, W - 540

John Blasi
Dean of Student Personnel
315-446-2882

At present Le Moyne College is in the planning stage of a more formalized program directed to the disadvantaged of all geographic areas. Our admissions policy and financial aid program are sufficiently flexible to adjust to individual cases.

We now have a program for approximately one hundred disadvantaged local high school students. The Le Moyne College Higher Education Preparation Program includes three to four summers of living on campus followed weekly throughout each school year with tutoring and counseling. The fourth summer, six hours of college credit courses are offered to these students, to ease the academic transition from high school to college.

It is our hope, working within the framework of our present program, to be able to offer two summers of college credit courses to disadvantaged students, from any geographical area, interested in Le Moyne College. This would include assignment of a well-qualified and interested academic faculty member as counselor and friend to each student. We would hope that with two summers of academic work and two years of college with a reduced academic load, this student would be well qualified to handle an average academic program for his last two years.

The College has specified an amount of money to be used annually as financial aid to the disadvantaged student. The faculty, by voluntary, yearly contributions, has established a fund that will enable us to actively recruit and offer financial aid to several disadvantaged students each year.

CALIFORNIA STATE COLLEGE

California, Pennsylvania 15419
Public; 4 year; coed
M - 2867, W - 2263

Harold E. Kemper
Director of Admissions
412-938-2281

California State College for the past several years has sponsored a discrete high risk admission program in its summer trimester for students of the local Monongahela area. Many of these students have been disadvantaged and the college has provided as much help in the way of jobs and loans as possible.

The program is local in nature and not connected with any state or federal programs.

From around 50 high risk students in the 1961 summer session the program has grown to 275 high risk students in the 1968 summer trimester. These are students who applied to the college but did not meet the established standards on high school rank or college board scores.

These students are placed in regular summer freshmen classes. They are not on probation and they do carry the normal credit hour load. Effort is made to schedule developmental reading courses for those whose verbal background is weak.

The office of financial aid helps as many students as possible in work study programs, loans and jobs on campus.

The college has limited the program to its own local service area and reserves the right to make the decision on which students to admit.

The college has been pleased on the progress many of the students have made. The retention rate is only about 10 percent under our regular fall freshmen group and about 50 percent of these students do graduate.

There have been no announcements, brochures, or news releases connected with the program. Quietly and effectively, the college is doing its best to reach and service hundreds of youths in our own regional area who are not the best prospects for success on the college level.

The effectiveness of the program lies in the complete integration of these students with other entering freshmen. We do not place them on probation, schedule them in separate divisions but give them equal opportunity in classes, jobs, and aid with all other students.

While very few of these students acquire academic honors while at the college, hundreds have graduated with respectable records and are now in responsible positions in the every day working world.

MEDAILLE COLLEGE

18 Agassiz Circle
Buffalo, New York 14214
Private (Roman Catholic)
4 year; coed; M - 15, W - 145

Sister M. Pierre, S.S.J.
Director of Admissions
716-883-9057

There is no formal program directed to the disadvantaged. However, individual cases are handled where financial need is apparent, or previous academic training and/or opportunities not present.

The same testing, application form, requirements apply as for all students with allowance for lower scores achieved on specified tests. There is no fee required. Complete tuition and fee remission is available for part or full time, however; books must be paid for. Recommendations from some persons other than family are required; e.g. employer, academic reference.

Presently there are about 10 students involved in this program. All are matriculated, the greater number in part time study. The program has been in effect less than one year and academic achievement has been average.

PRINCETON UNIVERSITY

Box 430
Princeton, New Jersey 08540
Private; 4 year; men
M - 3200

Spencer J. Reynolds
Assistant Director of Admissions
609-452-3062

Princeton's work with the disadvantaged has so far been almost entirely with the black student. During the 1967-68 academic year the Admission Office attempted to identify disadvantaged students in two groups: 1) All black students regardless of economic or educational background, and 2) All non-black students from economically or educationally disadvantaged backgrounds. We were almost totally unsuccessful in identifying the second group, and our efforts in this area to date have been almost totally directed toward the Negro applicant.

Princeton began actively seeking qualified Negro applicants in 1963. Undergraduate admission applications from Negroes more than tripled in that one year. The number of men admitted, and the number who chose to enroll, doubled--a pattern repeated at other colleges. From that beginning in 1963 until 1967 Princeton remained on a plateau that saw us each year receiving about 80 applications, admitting about 25 men, and enrolling about 15. The events of the summer of 1967, and the conclusions of the National and State Commissions on Civil Disorder made it imperative that we increase our efforts to move off that plateau.

New schools were visited. Alumni and undergraduate volunteers increased their efforts to reach the Negro population. Referral agencies such as the National Achievement Scholarship Program, the Cooperative Program for Educational Opportunity, and the National Scholarship Service and Fund for Negro Students provided a large number of names. Often several letters were sent to individual students encouraging application. The results were encouraging, over 140 applications were received.

Considerable attention was given to each application. Students were evaluated on the basis of their achievement within the context of the opportunities available to them. Qualities of character such as leadership, energy, confidence and good will were as highly regarded as scholastic ability. Indications of potential for success, given the proper opportunities, was often a determining factor. When it was over, more than 70 were granted admission. Of these roughly 45 chose to enroll.

Admission decisions at Princeton are made without information relating to the financial status of the candidate. Notices of favorable decisions are sent to our Bureau of Student Aid which makes awards based on the financial need of the student involved. Usually we are able to provide adequate financial assistance to make it possible for admitted students to attend. In all cases, it is necessary for the applicant to obtain and complete the Parents' Confidential Statement of the College Scholarship Service, and have a copy sent to Princeton, in addition to completing a financial form mailed with application materials.

There is at present no special program of compensatory education for students at Princeton. Applicants are admitted on the basis of their ability to successfully complete Princeton's program of study. Considerable individual assistance is available, as it is for all students, and this often assists students whose preparation for college has been less than adequate.

Application requires the submission of the results of the SAT examination as well as three achievement tests of the College Entrance Examination Board. In addition to the personal application, we require a report from the applicant's secondary school, and recommendations from two teachers of his own choosing. The application packet provides forms for this purpose. The standard fee for applying may be waived upon recommendation from the applicant's guidance counselor or other official familiar with the student's financial situation. Interviews are not required.

Applications are normally submitted prior to January 1 of the year the applicant intends to enter college. The deadline is flexible to a degree but early attention to the application process is strongly advised. Notification of admission and financial aid is made in mid-April. The Candidates Reply Date of the College Board is observed.

MOUNT SAINT MARY COLLEGE

Newburgh, New York 12550
Private (Roman Catholic)
4 year; women; W - 500

Eileen Callahan
Sister Mary James
Co-Directors, College Bound
914-561-0800 Ex. 275

Mount Saint Mary College has had a program for the disadvantaged for two full years. There is a particular need for a program of our type in Newburgh, with its large proportion of newly arrived Southern Negroes and Puerto Ricans, both groups with minimal skills. It involves approximately thirty junior high and high school girls from the Newburgh public schools, plus, at any one time a number of college students, varying from twelve to thirty and typically a core of four or five faculty members. We felt that we ourselves knew nothing authoritative about running such a program nor did any of the literature indicate that anyone else had found the definitive answer. Therefore, selection methods have been completely open-ended, consisting of efforts, in depth, on our part to contact the local disadvantaged by house calls, almost at random through the ghetto area, and in the evening when parents are home from work.

We have now made three yearly selections, adding new girls to the program, so as to maintain our constant number of thirty. Each time we accepted any girl who showed willingness to participate and at least minimal potential to better her condition. We have even taken a girl out of reform school, living in a foster home and an unwed mother. We have deliberately not set as a criterion that the girl be motivated to go to college. A unique feature of our program is that we have hoped to find the key to motivation. This accounts for our extreme flexibility in selection for the program and for its continual re-evaluation and restructuring.

We have not had our first applicants to the College, since the first group has not come to that point. However, we will have them beginning with the college year 1969. At that time we expect to make special considerations in all ways; academic, testing, residence, family problems, etc., since our main aim is to get these girls into college and to help them through.

The college has set aside funds for full-time scholarships for girls who have come through this program. A separate application will not be needed.

There will be no moment of decision involving "timing of applications and notification" because each girl is so well known to us through our system of counseling and our combination of a one-to-one social relationship (one college girl to one ghetto girl) and the don system of instruction in which groups of two or three learn through research projects.

We have found it very hard to evaluate the program, especially since we have made few rules. However, the girls in the program keep coming back, they have welded themselves, on their own initiative, into a group with a self-government. Aside from this we can really only cite small examples. We find that parents who heretofore had nothing to do with the white community are now proud to have their girls associated with the college; we have been able to uncover personality and home problems and to provide counseling for them with notable results in personality adjustment; we have known that because of this program, the very idea of going to college, heretofore not even a possibility among girls such as these, has become a very real thing. Furthermore, we have found that this new concept has spread beyond our group of thirty to their individual larger circles of family and friends and thus through the black community. Even the definition of college to this largely uneducated group has changed.

THE GEORGE WASHINGTON UNIVERSITY

2121 Eye Street, N.W.
Washington, D.C. 20006
Private; 4 year; coed
M - 2800, W - 2700

Joseph Y. Ruth
Director of Admissions
202-676-6051

The George Washington University's admissions and financial aid programs for disadvantaged students at present are limited to freshman level applicants who are graduates of a District of Columbia high school, and residents of the District. Financial aid takes the form of direct tuition grants from the University, supplemented with Federal funds in the form of NDEA loans and Educational Opportunity Grants where needed. One specific source of referrals in this program has been Project O. P. E. N., a counseling service designed to supplement the guidance efforts in D. C. schools, of which the five local admissions directors are trustees.

Admissions requirements include an academic high school diploma (most students admitted to date have been in the top quintile of class rank), SAT and English Composition Achievement Test, an interview with a member of the admissions staff and the standard GW application form (application fee is waived in most cases).

The Parents' Confidential Statement and a GW application for financial aid are also required. An effort is made to meet the full need of each candidate. Deadlines for admissions and financial aid applications are the same as for all other admissions candidates, but exceptions have been made in deserving cases. Special recommendations are welcomed, but not required.

The academic year 1968-69 is the first of a formal program for disadvantaged students at George Washington; hence we do not have evidence of effectiveness. Approximately 30 students will participate in this first group; their status will be identical to that of any regular freshman student in terms of matriculation, credit awarded, time required to complete the program, course placement and sectioning, etc. There will however, be special counseling services and tutorial efforts on the part of GW staff, faculty and undergraduates available voluntarily and at no charge.

WASHINGTON AND JEFFERSON COLLEGE

Washington, Pennsylvania 15301	Thomas P. O'Connor
Private; 4 year; men	Acting Director of Admissions
M - 850	412-222-4400

It is our practice to visit the high schools in the Western Pennsylvania area where the disadvantaged are in large numbers. We talk with the Counselors, get recommendations of students who are likely to be successful at the College. We encourage their admission by waiving application fees, inviting them to Campus, and giving them whatever information seems to meet their needs. We have a different set of requirements for students from the disadvantaged areas. We make every effort to analyze their credentials keeping in mind the limitations that are inherent in standard measuring instruments that are nomally usable to predict success in college.

STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGE COBLESKILL

Cobleskill, New York 12043	Paul A. White
Public; 2 year; coed	Dean of Instruction
M - 804, W - 726	518-234-5523

The College does not have a formal program directed to the disadvantaged. This year, working with such groups as HARCAP, SEEK, UPWARD BOUND, and Neighborhood Youth Corps as well as ghetto schools in Albany and New York, we have accepted some fifty-five (55) students. We find that our regular admissions and financial aids schedules are flexible enough to allow us to adjust programs if the individual needs require. These students are enrolled in practically all of the curriculums offered by the college. We are being extremely careful to make no distinction between groups of any kind be they disadvantaged, vocational or full-time technical students.

The only formal identification of these students will be, of necessity, at the administrative level and at the individual advisor level. We feel that it is important that the individual advisor know these students so that he may more carefully advise as to program selection, credit hours carried and length of time to be devoted to obtaining the AAS degree.

Practically all of these students had visited our campus and had an opportunity to talk with Division Chairmen or representatives of the various curriculums before actually making a decision and registering at the college. Each of these students has worked out his own financial program with our financial aids advisor.

At the present time, we have no specific plans to formalize or to structure the program for the disadvantaged. We may make more use of our summer school session to prepare these students for enrollment in the full-time program and also to give them a headstart on at least their first semester's work. During the summer, we also run a study skills and reading program which might be of considerable benefit to many of these students.

It should be noted that the majority in this group are freshmen, or first year students, and until such time as we have had an opportunity to follow this group, we can give no indication as to the success or failure of this approach.

The college has become a member of the New York College Bound Corporation and we will be working with some students as they complete their programs.

PACE COLLEGE

41 Park Row
New York, New York 10038
Private; 4 year; coed
M - 8224, W - 2047

George Mims
Director, Management Career
Program for Disadvantaged Youth

John Waldman
Secretary of the College

212-227-8200

At Pace College we have five programs aimed at the disadvantaged and those who do not fulfill the role of a regular college student.

1. Under a $500,000 grant from the Calder Foundation Pace College admits thirty students a year from deprived areas and grants them a tuition-free education through the masters degree. This program is aimed towards private industry with new talents for middle class management. Mr. George Mims is in charge of this program which began in the Fall, 1968 semester. We look forward to thirty students a year entering this program.

2. For many years we have had a very active relationship with the Puerto Rican organization, ASPIRA, where we try to get as many qualified Puerto Rican students as possible.

3. Under the leadership of Dr. Rhea Riso we have our New Directions Program. This program is aimed at both men and women who have been out of college for many years and wish to continue their education.

4. The Two Bridges Program is under the direction of Dr. John Waldman, Secretary of the College. This program is aimed at providing an education to members of the Chinese and Negro community in our area. The program involves remedial courses as well as the regular curriculum.

5. Pace College participates in the National Defense Student Loan Program and the Office of Economic Opportunity and the Work-Study Program as well as the Scholar Incentive Program and the New York State Higher Education Assistance Corporation Loan Program

MANAGEMENT CAREER PROGRAM FOR DISADVANTAGED YOUTH

Pace College proposes to offer selected applicants from disadvantaged homes a completely subsidized educational program leading to an undergraduate liberal arts or business administration degree and a master's degree in business administration with specialization in management. The ultimate goal is to place these young people in positions of management.

A minimum of five years will be required for registrants to complete the B. A., B. B. A. and M. B. A. degrees. In some cases six years will be required. Tuition costs will amount to approximately $1500 per year and books, supplies, and fees to $200 per year. These expenditures will be financed partly by the Scholar Incentive Award, partly by an Economic Opportunity Grant and the remainder by a foundation grant. As a result students will have tuition and other incidental expenditures subsidized by the program.

With the assistance of high school principals and guidance counselors, Pace College will identify and select high school juniors who can profit from the program. These students will participate in a college orientation program partly in the summer but mainly during their senior year in high school. Upon graduation from high school, they will be admitted to Pace College.

Candidates recruited and accepted into the program will receive an orientation at the Pace College Westchester Management Conference Center. Orientation will be held in late summer (possibly August) with periodic sessions after official classes begin.

Qualified students will first matriculate at Pace College for a bachelor's degree.

Pace College will assist students in finding summer jobs with cooperating business organizations to help candidates develop a meaningful relationship with business, understand the responsibilities of employment, and earn money for personal maintenance.

The Director of Placement, in cooperation with other officers of the college, will organize a placement system to assist degree candidates and graduates of this program in obtaining both summer jobs and career positions. A qualified staff member in the Placement Office will administer these placement activities.

In the fourth year at Pace College, students will spend five months as managerial trainees in cooperating business organizations. Some college credit will be earned as part of this trainee program. Remaining credits for the degree will be taken during the second half of that academic year.

Degree holders with qualifying grades will complete a master's program in business administration. Some will complete the program in one year; others may elect to do part-time work and complete the program in two years.

The orientation and periodic programs will facilitate an assessment of each student's strengths and weaknesses and consider those problems relating to adjustment into the college program. On the basis of these assessments, each student will undergo an evaluative counselling session. In some instances, the student may be advised to seek a career other than management. In most instances, the counselling will be designed to help students plan activities for their college careers with the attainment of the Management objective in mind.

Applicants for the Management Career Program for Disadvantaged Youth must meet the following requirements to be accepted in this program:

1. Meet Pace College admission requirements for a baccalaureate degree. (Rank in class, high school average and SAT scores are important sources here.) Candidates should be pursuing a course of study leading to college admission. If not, they will be assisted in the adjustment of their programs.

2. Demonstrate leadership qualities and social awareness by participation in activites, either in high school or in community organizations.

3. Should have an interest in a business career.

4. Obtain a written recommendation from individual guidance counselors and/or high school principals. This could also be supplemented by a letter from a community organization, if appropriate.

5. Submit an autobiography which should include the individual's goals, interests, experiences, and future plans.

A personal interview will be arranged at the college when all applications, high school transcripts, parents' confidential financial statements, test scores, autobiography and recommendations have been received.

UNIVERSITY OF PUERTO RICO

Ponce de Leon Avenue
Rio Piedras, Puerto Rico 00931
Public; 4 year; coed
M - 9800, W - 13,089

Paquita Marcarno
Director of Admissions
809-764-0000 Ex. 439

Special consideration has been given during the last two years to Upward Bound project students, Spanish Civic Committee project students from Chicago as well as local experimental project students similarly grouped as to the socio-economic limitations. No formal announcement as to participation or sponsorship of a collegiate program for disadvantaged students has ever been made. However, indications are that institutional authorities are aware and particularly concerned about disadvantaged students.

Fulfillment of the required application for admission, complete high school record and College Board Scholastic Aptitude Test accompanied by school counselor's recommendation are required from every freshman undergraduate applicant. Financial aid is available. Separate application must be addressed to such office in the same campus. The General Studies Faculty Coordinator for Student Affairs assigns the student's program upon evaluation made of the submitted data. Counseling and social services as well as student-counselors' help is provided.

VASSAR COLLEGE

Poughkeepsie, New York 12603
Private; 4 year; women
W - 1575

Jean Harvey
Director of Admissions

Glen Johnson
Dean of Freshmen

914-452-7000

Vassar currently has two programs for the disadvantaged student. The first is our regular undergraduate degree program to which we admit as many disadvantaged students as possible. Our Admissions staff is especially alert for prospective students who are disadvantaged. In seeking such students and interesting them in Vassar, we use the usual national resources, in addition to our Vassar Clubs across the country, and our own Afro-American and other students for interviewing in the schools. Because of the difficulty of formulating an equitable definition of disadvantaged, we keep no fixed records on the admission of such students at Vassar, but we have been deliberately enlarging the number during the last several years. This year we have admitted about twenty-five seriously disadvantaged students into a class of about 400. These students are admitted through the usual procedures and financial aid is awarded in as many cases as possible after the usual financial aid data have been compiled. We expect to continue enlarging our search for disadvantaged students who can participate in our regular program.

This year we are initiating on a modest scale a new program for the disadvantaged student. This program is designed to meet the need of the student who has the ability to do satisfactory work by Vassar standards, but whose academic preparation casts doubt on her ability to carry a full academic load initially and prevents admission to Vassar's regular degree program. This year we will accept a maximum of ten young women as non-matriculated students on this program. We are providing financial aid for these students. Their academic program will be one of maximum flexibility allowing us to work out the academic load best suited to their limited background and educational goals. If after a semester or a year, it is clear that they can do both the quality and quantity of work required at Vassar, they will be allowed to matriculate as regular Vassar students. If not, we have agreed to help them gain admission to a suitable college. They will not be identified to other members of the College community as non-matriculated students. We will neither label nor prod them, but will encourage them to make full use of our advising and counselling services. If our experience with this program is good, we hope to enlarge it.

In the meantime, we are undertaking an extensive review of our potential for assisting the disadvantaged student. We have committed ourselves to additional programs in this area though we do not yet know the exact form they will take.

FORDHAM UNIVERSITY

East Fordham Road
Bronx, New York 10458
Private (Roman Catholic)
4 year; coed; M - 7000, W - 3500

Handsel Minyard
Assistant to the Executive
Vice President
212-933-2233

As an urban university in the American experience, Fordham feels it has a special responsibility toward minority group students, especially those located in impacted areas of New York City. This commitment is reflected in the fact that the University established a scholarship program several years ago in cooperation with the Urban League of Greater New York. Each year some 10 to 15 youngsters from depressed areas of the city find their way to Fordham under this one program.

For many years an Upward Bound program on the Rose Hill Campus under the direction of Mr. Thomas Joyce has assisted 120 high school students annually to better prepare themselves for advanced studies. Furthermore, Fordham University is a charter member of the New York College Bound Corporation, a massive program of compensatory education for city youngsters. NYCBC students will begin entering college in 1970, and Fordham University has guaranteed a minimum of 30 places and financial aid to these students.

Several hundred referrals for admission and financial aid are made to Fordham each year by various organizations including the National Scholarship Service and Fund for Negro Students (NSSFNS), the Cooperative Program for Educational Opportunity (CPEO), the Puerto Rican Educational Foundation (ASPIRA), HAR-YOU, the Transitional Year Program of Yale University, HAR-CAP, and the offices of the Neighborhood Youth Corps.

In the summer of 1968, Fordham University conducted an eight week skills and orientation program, during evening hours, for all students admitted under special programs. The combined emphasis on writing skills and sociological orientation was designed to lessen the impact of attending a predominantly white college. A full testing program by the counseling center was conducted in early summer and during the Freshman Orientation Program in September. Depending upon the quality of his work, the student had an opportunity to earn college credit.

Admission to Fordham has always been a personal process and no rigid cut-off scores are used to select students. All applicants, especially the disadvantaged, are evaluated in terms of their special school and home conditions. In addition to school records, candidates for admission must submit College Board SAT and Achievement Tests (English Composition, language, and one other). The application fee of $15 can be waived for disadvantaged students identified by school counselors or an agency. Ordinarily, an interview is not required but needy students are oftentimes requested to report for interviewing and counseling sessions. The Faculty Committee on Admissions has found autobiographical sketches of great help in the admission evaluation. All applications and supporting credentials should be filed no later than February 15.

Fordham is a private church-related institution and understandably, financial resources are limited. Despite these limitations, Fordham has committed a minimum of one-third of her scholarship funds to the neediest students. Supplementing these funds are the Educational Opportunity Grant program (EOG), Federal and State loan programs, the Federal College-Work Study Program, as well as the state scholarship and incentive programs. Fordham has adopted a philosophy of "packaging" of funds to include combinations of grants, loans, and jobs. Maximum annual awards under the various programs are as follows: EOG ($1,000), College Work-Study ($700), and Federal Loans ($1,000). Additionally, New York State residents are eligible for a maximum grant of $500 per year under the Scholar Incentive Program, a $1,000 grant under the Regents Scholarship Program, and up to $1,500 per year under the state loan program. A separate application for financial aid and the Parents' Confidential Statement must be on file with the Office of Financial Aid, Rose Hill Campus, prior to February 15th.

Special mention should be made of the new Liberal Arts College at Lincoln Center which enrolled its first freshman class of 300 student in September 1968. Approximately 25 per cent of these students came from minority groups represented in New York City.

How successful have these programs been? More than 100 minority group students in a total class of 1,500 Freshmen enrolled in the five undergraduate colleges: Fordham College of Arts and Sciences (men), Thomas More College of Arts and Sciences (women), the College of Business Administration (coed), the Liberal Arts College at Lincoln Center (coed), and Bensalem - the Experimental College (coed). Most of these students are in full programs, but others will take 5 or 6 years to earn the Bachelor's degree. Since the enrollment in 1968 includes the largest influx of minority group students, it will be some time before the effectiveness of these programs can be evaluated.

NEW YORK UNIVERSITY

13 University Place
New York, New York 10003
Private; 4 year; coed
M - 10,902, W - 5871

Herbert B. Livesey
Director of Admissions
212-598-3588

New York University recently established the Martin Luther King Fund. Economically deprived members of minority groups are eligible to apply on all academic levels within the University. Financial assistance is based solely upon need. In September, 1968, 250 students were admitted as full-time freshmen under this program. An additional 130 were admitted to two special supportive programs designed to aid students who did not meet customary admission standards but who were believed capable of college-level work with varying degrees of academic support. This compensatory education ranges from group and individual tutoring to reduced course loads to special non-credit courses designed to aid in the development of basic skills.

Still other students were admitted with financial aid under this Fund as transfers from other institutions, upper classmen already enrolled and graduate students. A total of over 550 students are receiving aid in the 1968-69 school year under the Martin Luther King Fund.

Students file the normal application for admission (which includes requests for financial assistance) for the division and academic levels they desire. In order that we may be alerted to the need and circumstances of such students, a letter should accompany the application mentioning the student's interest in consideration for Martin Luther King assistance.

There are no minimum admission standards, although not all students can be accepted for all programs. Generally speaking, but only as a rough guideline, applicants to the four-year divisions should present high school averages of 75% and SAT scores in excess of 400. Students who are not accepted for admission to the four-year divisions are often considered for the two special supportive programs noted above. The University prefers to offer admission and financial assistance to those students who have not been placed at other institutions. Interviews are typically required of applicants for Martin Luther King assistance as are supplementary credentials when individually warranted. All usual application deadlines for admission and financial aid are to be observed.

In the past, the University has drawn applicants for these financial aid and academic programs through such agencies as NSSFNS, Aspira, the Cooperative Program for Educational Opportunity, the HARCAP College Assistance Center and the Sponsors for Educational Opportunity. The University is already a charter member of the New York College Bound Corporation, and will be admitting at least 60 graduates of a special compensatory program developed by the New York City Board of Education, beginning September, 1970. The University also is a participant in the Metropolitan Project.

STATE UNIVERSITY OF NEW YORK
AGRICULTURAL AND TECHNICAL COLLEGE AT ALFRED

Alfred, New York 14802
Public; 2 year; coed
M - 1890, W - 858

Harold Hackett
Chairman, Educational Development Program Committee
607-587-6274

Our program got underway in the spring of 1968 when a committee was appointed by President of the College. The purpose of this committee was to set up guidelines for accommodating the disadvantaged. The committee was composed of one member of each division of the College.

At the present time, we are not involved directly with any local, state, or federal program. However, eleven of the sixteen students we have at the present time did attend our Summer Opportunity Program and were financed for the summer by Federal monies obtained by the Neighborhood Youth Center in Buffalo, New York.

It was through the Neighborhood Youth Center in Buffalo that we obtained our sixteen students. The Neighborhood Youth Center did the actual screening of the students. A representative from our Admissions Office went to Buffalo and met with the group that had been selected by the N. Y. C. These students had to take the State University Admissions Examination. They also submitted the standard State University admission form and paid the regular fee of five dollars. This fee will probably be waived for those applying next year. These students fell below the regular admission requirements of our college and this is why they were considered as part of our program, which we have locally given the name "Educational Development Program."

These students are financed by: Economic Opportunity Grants; college work study monies; National Defense Loans and various scholarships such as the nursing scholarship. They have a budget set up for them by the man in charge of financial arrangements at our college. Their budget includes tuition, room and board, books, fees, and spending money. The budget amounts to about $1700 for the year. The student has to provide about $200 of this himself.

The students applied and were notified of their acceptance in the spring. Those who attended the Summer Opportunity Program were evaluated at the end of the summer and were then notified of their acceptance for the fall term. We accepted all who had attended in the summer regardless of their achievement as we felt that they needed more time to make the adjustment to college social and academic life.

The Neighboorhood Youth Center in Buffalo supplied the Admissions Office with a personal data sheet on each of these students. This was requested by the Admissions Office.

These students were placed in a curriculum of their choice, so they are all two-year degree candidates. After local testing and counseling, some of them changed to a less demanding curriculum in the same general area of interest. Seven of the students have been given a reduced load and are taking non-credit remedial courses in either mathematics or English or both. The remaining nine students are taking a normal course load. Only one of these students is enrolled in our Wellsville Vocational Division.

It is our feeling that we should not lower academic standards for these students. We hope that through counseling, remedial work, tutoring, and reduced loads we can graduate these students under our present standards. We anticipate that some of them will require more than the two years to graduate.

COLLEGE OF NEW ROCHELLE

New Rochelle, New York 10801
Private (Roman Catholic)
4 year; women; W - 900

Sister Dorothy Ann Kelly
Dean of the College
914-632-5300

The College of New Rochelle is a member institution of the New York College Bound Corporation which sponsors a program intended to help prospective college students from disadvantaged backgrounds. Sarah Lawrence College and the College of New Rochelle are linked with Walton High School in the Bronx. In its third year at present, the program involves the College and its students in regular contact with the high school students to help motivate them and to offer tutorial assistance where needed. When the high school students reach their senior year, the participating colleges are pledged to give them special consideration on entrance requirements and financial aid.

Meanwhile, in response to local needs, the College of New Rochelle is currently engaged in an experimental, informal program which will help determine the admissions policy and aid schedules to be followed under the College Bound program and in other local efforts. Last fall, the College began recruiting Negro girls from the local public high school. Six girls were eventually selected with the help of the director of the New Rochelle Community Action Program. They have earned a high school diploma but the program they followed at the high school did not give them the sixteen academic units usually required for admission to the College. Their high school average was also below the minimum B- normally regarded as a pre-requisite. The College Admissions Committee did not insist on the College Board examinations although these scores were used for placement purposes where the student was able to take the examinations. The objective of the experimental policy on admissions was to minimize the usual academic requirements and place stress on the motivation of the girls and their possibilities for success where conditions were favorable. For this reason, the opportunity to board on campus was offered to the applicants even though they lived close to the College.

Each of the students was screened by the director of the local Community Action Program and other local Negro leaders consulted by the director. They tried to determine motivation and work potential in each case. The Dean of the College (acting for the Admissions Committee) interviewed each student and discussed her record, her ambitions, the program of study available at New Rochelle, and how this program could help further her career goals. The final factor considered was the recommendation of the high school teachers whose forthrightness in pointing out risks and hidden assets was extremely helpful.

The financial assistance extended to the six students amounted to grants for tuition, room and board ($2800 a year for each student). No application fee was charged nor was a reservation fee required.

The six students selected to be part of the Class of 1972 were invited to participate in a special six-week tutorial program this summer in preparation for beginning college work. Two courses, in reading skills and composition, were offered as well as individual help in Spanish, the modern foreign language the girls were to continue in college.

This fall a special twelve-hour (four course) schedule was arranged in place of the usual sixteen-hour (five course) program. The choice of which four courses to put on their programs was made in consultation with each girl, taking into account her preferences and scholastic background. The six students are regular members of the freshman class in every respect except course load. According to the present plan the girls will earn twenty-four credits by the end of their first year. During the summer session of 1969 two courses can be taken to bring their credit achievement into line with that of most of their classmates. At this time it is hoped that they can complete the college program in four years with summer courses each year. The College is prepared to finance an additional year of study for any of them who find this necessary.

WAGNER COLLEGE

Howard Avenue and Grymes Hill
Staten Island, New York 10301
Private; 4 year; coed
M - 1116, W - 962

Roswell S. Coles
Assistant Dean of the College
Director of Financial Aid
212-447-7880 Ex. 51

Wagner College is currently participating in several programs whose purposes are to aid disadvantaged students prepare for and enter college. Two of these programs are under way, and a third will involve Wagner more directly in two or three years.

Listed first will be the programs in which we are now participating:

A. Wagner College Special Nursing Program. This project was established with the financial aid of the Selantic Fund, and makes it possible to help prepare students enter the Wagner College School of Nursing. Students with inadequate academic backgrounds are placed in special Saturday classes during the regular school term, and are given six weeks of instruction as campus resident students during the summer session. At the conclusion of each summer session, those students who appear to be ready to handle college level work will be programmed according to their individual needs. Some students may only carry eight credit hours while others may be admitted as full time nursing students. Students selected for this program must be recommended by their high school counselors, and at the present time are drawn from students living in the borough of Richmond. Approximately ten are admitted each year. Since this program is in its first year, no evidence is available yet as to its overall effectiveness.

B. Harlem College Admission Program. Wagner is informally participating in HARCAP through referrals by the organization, and by the Lutheran Church in Harlem. Generally, students' names are sent to us by either HARCAP or the Church in the area. Campus interviews are required and are scheduled at mutual convenience. Specific recommendation by the high school counselor is an important ingredient here since interest and motivation must necessarily be weighted heavily. No pre-determined cut-off scores, or class rank or average are set for this group. Each of the approximately five students admitted are selected on an individual basis. Financial aid is awarded on the basis of need, and may range from $100.00 to full tuition and room and board - a total of $2650.

C. The New York College Bound Corporation was formed in the New York City area approximately two years ago. It seek to identify youngsters from disadvantaged backgrounds, and prepare them for college by means of special college prep programs throughout high school. Each participating college will commit itself to admitting a minimum number of such students when they are ready for college. Wagner College has agreed to accept up to ten youngsters each year, and to supply financial aid as needed. Since it will still be a year or two before such students are ready for admission to college, we do not as yet have any basis for evaluation of this program.

MILLS COLLEGE OF EDUCATION

66 Fifth Avenue
New York, New York 10011
Private; 4 year; women
W - 463

Clyde H. Keutzer
Director of Admissions
212-675-0830

Mills College of Education is a small, independent, fully accredited women's college in New York City. Our graduates receive a Bachelor of Science in Education and are prepared to teach nursery through sixth grade. The curriculum offered at Mills combines a strong program in the liberal arts with professional preparation and participation in the field of education.

The Non-Matriculate Program which we offer, in addition to our regular program, has been designed to bring into the college students whose academic records are below what we would normally require but who show outstanding personal qualities and potentialities for personal growth and development which would indicate success in the field of teaching children. Any student may apply who has graduated from secondary school and completed sixteen units in the following areas: 4 units in English; 10 units in the areas of social studies, foreign language, science or mathematics; and 2 units in approved electives. We also require that applicants take the Scholastic Aptitude Test of the College Entrance Examination Board; the Test of English Achievement is also recommended. A personal interview will be required with a member of the Admissions staff. The student may make application at any time during her senior year of high school and as late as August following her graduation.

Students selected for this program enter the college during the summer session prior to the freshman year. During that session the student will take the beginning course in the English Composition sequence. During the two semesters of her freshman year she will take 12 hours per semester and receive additional tutorial help on a regularly assigned basis in order to insure her academic success during the first, and usually most difficult year of college work. If the student maintains a "C" average at the end of her first full year of college and is invited to return for her sophomore year, she will take two three-credit courses during the subsequent intersession or summer session, thereby entering her second year with full sophomore standing in credits. We are pleased to acknowledge that this program has been quite effective, and few of these students fail to meet the required "C" average at the end of the freshman year.

Financial aid is available for entering freshmen on the basis of need. Each applicant must complete the Parents' Confidential Statement of the College Scholarship Service. On the basis of this statement, she may receive aid in the form of scholarships, work-study grants, National Defense Student Loan funds, or Educational Opportunity Grants. Application for aid may be made after the student has received official notification of admission to the college.

ST. FRANCIS COLLEGE

180 Remsen Street
Brooklyn, New York 11201
Private (Roman Catholic)
4 year; men; M - 1900

Brother Matthais Sheridan, O. S. F.
Director, Academic Opportunity Program
212-522-2300

St. Francis College has operated an Academic Opportunity Program for the past two years. This program admits to full-time matriculated status, high risk students.

Admissions requirements are very flexible. No specific subject matter requirements are adhered to, although high school graduation is required. College Board exams must be taken but the usual standard for admission is waived. There are no special fees for this program. The applicant must present a detailed special recommendation from the high school guidance counselor. The regular college application form is used, but it should be noted that the candidate is applying for the Academic Opportunity Program.

Financial aid including Educational Opportunity Grants, College Work-Study, grant-in-aid from the institution, or combinations of these are available to any student in the program who has need.

Application for admission should be made before May 1. Those in need of financial aid must file a separate financial aid application by April 15th. Students are notified of action on their applications as soon as they are processed. There are about 80 candidates in the program.

While in the program, the student is matriculated, full-time, and attends regular classes. Course load is restricted to 14 credit hours per semester for the freshman year. The student assumes normal status after the first year. The degree program should ordinarily be completed in 4 years. During the freshman year program, special group sessions are held and a special guidance counselor assigned. Tutorial and remedial help is provided when needed.

After 1 year of operation, data indicates students in the program performed as well as regular freshman students; some were on the Deans list. Attrition rate was very low (6%).

The college is also to participate in a special program of the Higher Education Act (Title III) governmental program during the 1969-70 academic year in association with Marymount Manhattan College. The college will send its faculty to the Fort Green area of Brooklyn to identify, with the help of community leaders, potential students of deprived backgrounds, and will supply tutorial, remedial, counseling and financial assistance to enable such students to enter the college. Such help will be continued after admission. The program is in the formative stage at present.

PRATT INSTITUTE

Ryerson and DeKalb
Brooklyn, New York 11205
Private; 4 year; coed
M - 2977, W - 1712

Gene P. Dean
Director of Admissions
212-622-2200

Pratt Institute is a member of the New York College Bound Corporation and has agreed to assist the Board of Education of New York City in its compensatory education programs which were inaugurated in the fall of 1967 in 24 public high schools.

The Pratt Center for Community Improvement provides technical assistance to aid the community in its urban renewal educational and leadership training programs. It is a semi-autonomous adjunct of Pratt Institute's School of Architecture and is staffed by professional urban planners and by paraprofessional community residents.

Central Brooklyn Neighborhood "College" is a community-run educational venture with no fees and no entrance requirements beyond that of age (15 years). It coordinates the efforts of local educational institutions using borrowed classroom space and volunteer teachers from the community and the various institutions. It provides a full range of subjects from computer programming to poetry and from photography to cultural history as well as high school programs which will assist in making up educational deficiencies standing in the way of further educational and employment opportunities. Close contact is maintained with the State University Urban Center and with the New York City programs for the disadvantaged such as SEEK and UPWARD BOUND to channel students into these programs. It is hoped that a College Opportunities Center will be opened this fall to centralize and intensify guidance and counseling services to the community at large. A comprehensive guide to college was written by community residents. It is called College - It's Really "Out of Sight". The guide will be revised and made bi-lingual.

Each semester since the fall of 1963, between 150 and 250 Pratt students have "volunteered" three to five hours a week for work in the community as tutors, big brothers and sisters and directors of workshops in arts and crafts, dance and music. By this program we hope to establish a close and personal relationship between the Pratt students and the neighborhood youngsters. Each Pratt student works with the same five to six children for at least eight successive weeks, including the week-day sessions and week-end recreational trips.

This year a summer educational and cultural program was established for some 850 Negro and Puerto Rican teenagers from the community. There was a Pratt student for every five to ten teenagers on whom the teenager could lean for moral and tutorial support. There were workshops in Art, Architecture, Engineering, Science, Afro-American History, Dance, Music, Theatre, Costume Design, and Physical Education. It was hoped that the teenagers would be stimulated to an awareness of the creative side of the intellect. It was suggested to them that a continuation of this experience was most likely to occur only if they remained in school and developed their minds and creative abilities to the greatest extent possible.

Dr. Martin Luther King Fellowships provide full tuition and approximately $2000 a year for living expenses for a total of twenty graduate planning students during the 1968-69 and 1969-70 school year. Applicants for the fellowships must have earned a Bachelor's degree. Completion of the Master's program in city and regional planning requires two years of evening classes and a salaried internship with a planning agency. Persons interested should communicate with Miss Mary Hommann, Assistant Professor of City and Regional Planning, Higgins Hall, Room 116, Pratt Institute, Brooklyn, New York 11205.

The President of Pratt Institute has authorized a limited number of full tuition scholarships for applicants recommended by the Pratt Center for Community Improvement who wished to study in the Pratt Institute Senior College. The applicants meet the quantitative and qualitative requirements for admission to the Senior College: 64 credits of liberal arts and a grade point index of at least 2.5.

Pratt Institute is developing a program for the disadvantaged students in the Bedford-Stuyvesant community. It will actively recruit students from the high schools in the area and work with community leaders to identify the dropouts, returned veterans and civil service employees who are desirous of continuing their education in the specialized type programs offered at Pratt Institute. It plans to marshal a task force of enrolled Negro students, of recent Negro alumni and Negro faculty and administrators to seek out these students. The academic criteria for admission will be spelled out for the high schools and the community as will be the financial assistance package available.

PACKER COLLEGIATE INSTITUTE
THE JUNIOR COLLEGE

Brooklyn, New York 11201	Nell M. Rothschild, Dean
Private; 2 year; women; W - 95	212-875-6644 Ex. 15

Packer does not now have a program of special admission or a collegiate program especially for the disadvantaged student. However, because of our generous scholarship policy and our small size, it would be appropriate for us to have applications from the disadvantaged groups. We would not be able to offer a special tutoring program, although our instructors are generous with their time with all students.

MOUNT MERCY COLLEGE

3333 Fifth Avenue
Pittsburgh, Pennsylvania 15213
Private (Roman Catholic)
4 year; women; W - 900

Jack Solomon
Director, Upward Bound Program
412-683-4800 Ex. 226

Mount Mercy College conducts an Upward Bound Program throughout the year for high school juniors and seniors. This is a college preparatory program for the disadvantaged.

Admissions standards, particularly with regard to Scholastic Aptitude Test scores, are adjusted. Assistance is given in preparing schedules to enable disadvantaged students to carry a lighter course load. Tutorial service in English is provided, as well as special academic counseling.

Mount Mercy waives the application fee for disadvantaged students. The College subscribes to the College Scholarship Service, which requires the filing of the Parents' Confidential Statement. In addition a special application for financial aid, supplied by the College, must be filed. Mount Mercy offers special grants in aid in addition to loans and work-study opportunity.

RUTGERS - THE STATE UNIVERSITY DOUGLASS COLLEGE

New Brunswick, New Jersey 08903
Public; 4 year; women
W - 2840

Janice Harvey
Director of Admissions

Elizabeth Vail
Executive Secretary for
Scholarships and Loans

201-247-1766 Ex. 1492

During the past few years, Douglass College has developed constructive measures to assist the disadvantaged student of New Jersey in her effort to receive a sound college education. Some of the efforts have been University-wide and have drawn upon the resources of all the divisions of Rutgers - The State University of New Jersey. Other measures have originated within Douglass College and have served only the students of the women's co-ordinate resident division of the University. The objective of these efforts has been not only to attract the disadvantaged student to the campus and open the door to a higher education, but to give her every opportunity to overcome the deprivation of her background and to succeed at the college.

At Douglass, the disadvantaged student generally is a member of a minority group who would not necessarily have met the normal admissions requirements of the college and who might find it financially impossible to attend college if not given considerable financial assistance.

Admissions decisions are based on such standard criteria as the high school record (rank-in-class, academic units, trend of performance, distribution of courses, etc.), Scholastic Aptitude Test scores, recommendations from guidance counselors, and any other information concerning the interests and activities of the student. All freshman applications must be filed by February 1. New Jersey candidates will receive notification of action by April 1 and out-of-state candidates by April 15.

Although the same guidelines are used for all students, a certain amount of leeway is allowed with the high risk student because of her limited background. Greater emphasis is placed on the recommendation of her guidance counselor and less emphasis is placed on SAT scores. While personal interviews are not ordinarily required of applicants, the majority of high risk students are interviewed by admissions personnel.

Special consideration must be given because of the degree of competition for admission which exists within the State University. The discrepancy between the number of applications and the available space at Douglass has increased considerably over the past few years, resulting in keen competition. The following figures illustrate this situation: 3,265 students applied for admission into the class of 1972; 1,499 were accepted; and 757 registered. In recent years over 80% of the freshmen admitted to Douglass ranked in the top tenth of their high school graduating classes and scored well above average on the Scholastic Aptitude Test.

In an effort to identify and recruit the disadvantaged student, several methods have been used:

The first method of recruitment involves the individual identification of students by admissions officers during their visitations to secondary schools. Students currently enrolled at the college also become involved in the recruitment process simply by speaking to their friends and encouraging them to apply.

The second method of recruitment used has been to keep close contact with organizations outside of the University which identify students and attempt to place them in suitable colleges, as well as to provide them with financial assistance. Such organizations as Upward Bound, National Scholarship Service Fund for Negro Students, and National Achievement Scholarship Program for Outstanding Negro Students provide Douglass with the names and preliminary credentials of their applicants.

The third method of recruitment has been the development of the Rutgers University Fifteen High School Committee comprised of faculty members from all divisions of Rutgers. The objective of this program is to identify students from culturally deprived backgrounds who have college potential and who should be encouraged to pursue a higher education. The program is presently limited to fifteen selected secondary schools in New Jersey.

Teams of three Rutgers-Douglass faculty members are assigned to work with three members of the high school faculty and guidance staff in each of the schools. These teams have organized programs and activities which, it is hoped, would motivate students who have potential to attend college, and, if it seems advisable, to apply to one of the various divisions of Rutgers University. The recommendations of the high school and college faculty members are given strong consideration by the faculty committees on admission. This team work has proved fruitful in identifying worthy students and in inspiring many students to apply to colleges who otherwise might not have applied.

The work of the college does not end with the identification and recruitment of disadvantaged students. The major objective has been, not only to bring these students to campus, but to help to make it possible for them to receive a meaningful college education and to maintain themselves in a competitive college situation.

In 1966, the Douglass College faculty established the Pilot Educational Opportunity Program in accordance with the recommendations of the Economic Opportunity Act of 1964 and the Higher Education Act of 1965. The Pilot Educational Opportunity Program has been set up for a limited number (about 20) of "culturally deprived" and financially needy students who show promise of academic success although they do not necessarily meet the competitive admissions standards.

This Work-Study program has been designed to enable these students to meet their academic obligations and to provide total support from grants and employment. It has been conceived as a possible five-year program, including academic courses on a reduced load basis, individualized counseling, tutoring, and enrichment programs combined with employment under the Economic Opportunity Act of 1964.

The Pilot Educational Opportunity Program has been in existence at Douglass for three years. The majority of the students admitted into the program are satisfactorily working toward their degree. The Pilot Educational Opportunity Program is currently being evaluated, and although this particular program may not be the one followed in the future, Douglass College, as well as all other divisions of Rutgers University, have made a definite commitment to assist the disadvantaged student of New Jersey and are continuing to work toward that goal.

THE AMERICAN UNIVERSITY

Massachusetts and Nebraska Avenues, N.W.
Washington, D.C. 20016
Private; 4 year; coed
M - 2150, W - 2210

Richard L. Apperson
Associate Director of Admissions
202-244-6800 Ex. 381

In September 1968 twenty-five students from predominantly inner-city areas of Washington, D.C. enrolled at The American University under a special grants program which utilizes university funds and federal monies. The purpose of the program is to provide opportunities for Washington, D.C. disadvantaged youth to continue their education at a collegiate institution in their own community. It is anticipated that this will be a continuing program and a similar group of local youth will enter the university in the fall of 1969.

Although the program is not necessarily designed for accommodating high risk admission candidates, exceptions are made to existing admissions standards particularly in regard to Scholastic Aptitude Test results. The students selected for the program are carefully screened. Admission is granted when an evaluation of all available data indicates that the student can not only succeed academically but he can have a meaningful educational experience at the university.

The applicant follows the usual application procedures, observing the normal deadlines and submitting the required credentials. In many cases the application fee is waived. Since selection for the program is based upon financial need as well as academic potential the student follows the regular procedure for filing the application for financial aid. The Parents' Confidential Statement is required.

Since the program is designed for commuting students, the following financial aid package is available to provide for tuition, fees, books and transportation for the academic year.

University Grant	$ 700.00
Federal E. O. G.	800.00
NDEA Loan	500.00
Summer Work-Study	400.00
	$2400.00

Outside scholarships and grants from other sources may provide the opportunities for some students to reside on campus.

The student is registered for a regular freshman program, although for the first semester he has four credit courses and is encouraged to participate in a non-credit study skills tutorial, which provides programmed learning in developmental reading, vocabulary, spelling, grammar, punctuation and note taking. In addition to the regular testing and counseling program administered to all freshmen, the student has the opportunity for additional counseling. A selected group of faculty and upper classmen is available, if the need arises, to provide tutorial assistance in specific courses.

PHILADELPHIA MUSICAL ACADEMY

1617 Spruce Street
Philadelphia, Pennsylvania 19103
Private; 4 year; coed
M - 142, W - 87

John J. Jeter
Dean
215-735-5053

The Philadelphia Musical Academy does not administer a formal program directed toward the the disadvantaged student. A considerable number of currently enrolled students however, would be considered disadvantaged. These students are given as much financial aid as possible from the usual government sources: National Defense Student Loans, Educational Opportunity Grants, and Federal Work-Study Programs. In addition, state and local funds are sought under programs such as the Pennsylvania Higher Education Assistance Agency Scholarship and Guaranteed Loan programs, Philadelphia Foundation Grants, Esther Gowen Hood Scholarship Grants, Friends of Fine Art Foundation Fellowships, etc.

The Academy cooperates with the College Bound Corporation program which assists disadvantaged high school students in planning and applying for college entrance.

Applications for all types of financial aid must be received by April 15 with notifications due to be made by May 15. The application includes an audition and music testing to determine musical achievement and potential ability, and high school and College Board scores to indicate general intellectual capacity. The one audition serves both for scholarship and admission application. The application for financial aid must also include a Parents' Confidential Statements concerning the parents' ability to assist the student in meeting his college costs.

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